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Featuring . . .

Promoting Public Relations . . . Exhibits, Demonstrations, Contests and Local Fairs.

The Agricultural Education Magazine

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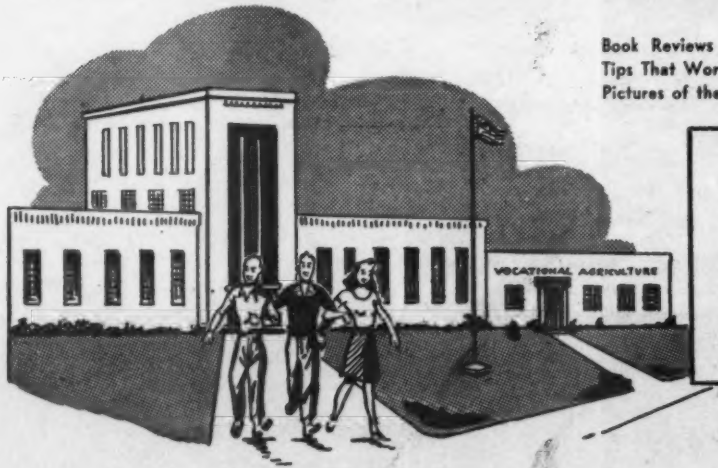

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Editorials

Guest Editorial . . .

RAY L. CUFF, Regional Manager, Livestock Conservation, Inc., Kansas City, Missouri

IN THESE critical days, when the spotlight seems to be centered on war, mass killings, low-grade politics and strikes, it is really inspiring to see at least one group—the Future Farmers of America—rolling along squarely "on the beam." The Future Farmers have a well-rounded program of instruction in agriculture and good citizenship, with special emphasis given to Livestock Production, Farm Mechanics, Farm Electrification, Dairy Farming, Soil and Water Management, Farm Safety and Public Speaking. Future Farmers succeed because they believe in accomplishment through study, planning and labor. After observing Future Farmers at work one cannot help but believe that these boys are imbued with the spirit of the slogan: "He profits most, who serves best."

When you attend a F.F.A. chapter meeting, you are impressed with the fact that these boys of today know how to conduct a meeting properly and that they have been taught to think and express their opinions clearly and forcefully. We recently attended a Parent-Son annual dinner program of a Kansas F.F.A. chapter. Cooperation with the local community was clearly evident. High school girls served the meal; the county agricultural agent, the Board of Education, businessmen and parents were guests. The invocation was offered, not by a clergyman or a father, but by one of the boy officers. The boys seemed to take pride in introducing their own parents. Such a meeting, if televised, would show the country that at least some of our farm youth still have the Faith, Vision and Integrity of our forefathers.

So, even in these days of stress, when asked "What about the future of America," we can point with confidence to the Future Farmers of America and say that there is at least one farm group that has "both feet on the ground" and one that keeps "On the Beam."

Public Relations Techniques Are Learned

No one will deny the value of fairs, exhibits, contests and demonstrations as possible means of promoting desirable public relations. The various experiences, suggestions and advice contained in the contributions to this issue bear out this statement. However, we will do well to be guided by the emphasis given in the stories which follow to the significance of *purposes* in all such activities. Desirable public relations are not automatic outcomes of any activity which may be classified as a demonstration, an exhibit or a contest. Those instances reported in this issue which bring to our attention the extent to which fairs and exhibits can grow in public acceptance and influence emphasize the importance of well chosen and defined purposes and careful planning.

The seeming agreement among the writers, who referred to it, on the point that financial profit occupies such a minor consideration may surprise those persons

(Continued on Page 41)

Exhibits Have Value

EXHIBITS have desirable publicity value in that they present information about the department quickly and convincingly. Among other values, they serve to acquaint all students and faculty members with the school's program of vocational agriculture. It is good for any school when all of the students, those taking agriculture and all others, have a respectful, informed opinion of the department of vocational agriculture. Exhibits may assist in achieving this.

Furthermore, exhibits may show the farming needs of the community. They may tell how the department can and is meeting those needs and of how its assistance may be further extended through cooperation and help. Few publicity tools can present this information more strikingly and convincingly than well planned, skillfully prepared and timely exhibits.

Besides the aforementioned values, exhibits—when well prepared, with All-Day, Adult or Young Farmers assisting wherever feasible—have other desirable outcomes. The following should be considered:

1. They may assist in promoting student cooperation, as first-class exhibits require systematic planning, careful preparation and much thought on the part of all participating.
2. They may serve to broaden the contacts of the teacher and the department.
3. They may be of assistance to the instructor in creating a better and a fuller understanding of the objectives of his program on the part of the non-farm element of the community. The good will of this group is often essential for the continuing improvement of the program.
4. They may be of value to the instructor in creating interest in new solutions to farm problems and developing interest in the latest findings of research laboratories and experiment stations related to agriculture.
5. They may be of worth to the instructor in achieving the good will of merchants, dealers and others not reached by other techniques.

It cannot be said that vocational agriculture teachers fail to realize the publicity value of exhibits. Many have employed them extensively for many years in teaching their students and in acquainting them with the achievements of the program. The great number of community agricultural fairs, farm shop exhibits, booths in stores, farm safety exhibits and open-house activities common in many departments are but a few of the evidences of this realization.

Exhibits should be carefully prepared if they are to have the desired effect. If poorly planned and prepared they may have very adverse effects, or they may not be understood or even noticed. This is not good. Inasmuch as farmers are often convinced by what they see, it should be an objective of the teacher that they see the department and the program in its true light and at its best.

PAUL F. SPRAGGS
Vo-Ag Instructor,
Halifax, Virginia

Exhibits can be effective

W. H. BIGGS, Vo-Ag Instructor, Hagerstown, Maryland

W. H. Biggs

WELL planned educational exhibits present information quickly and convincingly. In the average county, agriculture teachers and extension agents prepare and display exhibits annually at many different county events, such as fairs and special meetings. Therefore agriculture teachers are very much interested in the problem of preparing effective educational exhibits more easily, systematically and at a minimum cost. Our aims should be better planned exhibits, better trained and satisfied exhibitors, and pleased fair managers.

Educational exhibits give rural people the latest information resulting from research and demonstrations. They increase cooperation and stimulate greater interest among local people. Exhibits are especially helpful in creating interest in new solutions to important farm, home, and community problems. The exhibit is one of the principal channels through which the agriculture teacher and county agent can reach and inform nonfarm people. Through it, taxpayers can be informed about the importance, possibilities and results of educational work. Supervision of exhibit booths at county fairs enables the vocational teacher to broaden his influence by contact with many people of the county whom he would never meet otherwise.

The frequent remark, "I saw it at the fair," probably shows best how well the latest scientific discoveries, inventions, and remedies for human problems have been presented through the fair exhibits.

Agricultural fairs have always given the agriculture teacher an opportunity to display the most highly improved crops and livestock. Fair exhibits stimulate pride in good farming and a desire for community advancement. Their purpose is to develop the interest of those who see them, influence their attitude, increase their knowledge, and stimulate their action.

Have A Purpose

Systematic planning is necessary for a good exhibit (it will also save you time, money, and materials). The exhibitor must first determine who is to be reached and what the exhibit is expected to accomplish. A good educational exhibit demands imagination and careful thought in planning. It also requires skill in preparation if the exhibit is to be successful.

A definite purpose is the first essential. What does the exhibitor wish to accomplish? More emphasis should be placed on the main idea and less on details. The most effective educational exhibits contain relatively few articles and placards. We cannot fill space with vegetables, fruits, charts and call it an educational exhibit. Striking facts must be presented so that it will draw people's attention, grip their imagination, hold their interest, and make them think.

Exhibits Have Wide Appeal

Visitors at a fair look for something new in an exhibit as eagerly as they look for news in the daily paper. Farm people attend fairs principally to see, and to obtain new ideas for equipping and operating farms. An exhibit can be made to appeal to the city people as well as farm people.

One test of a good exhibit is its ability to draw people closer for study. People have a tendency to pass displays without being conscious of the main idea. Living things and moving or unusual objects are strong attention getters.

After people have been stopped by the exhibit, the problem is how to hold their interest long enough to enable them to see all parts of your exhibit. For this reason the fundamental idea should be presented in such a way that it can be taken in at a glance or "registered" almost instantly.

Choose Your Material

Choice of material for an educational exhibit will depend on the subject to be presented, purpose, space allotted, audience, what material is easy to get, and funds. Among materials used are photographs, posters, charts, green plants, paintings, small models and animals. Select material that will be of greatest interest and tell the story best. Low priced material properly used is frequently as effective as expensive material.

Exhibitors will find a score card or check list helpful as a guide in determining the relative importance of the primary factors concerned in the preparation of effective educational exhibits. The following is a suggested outline or score card of essential educational items to be considered in preparing an exhibit. It is broken down into subdivisions with a given number of points for each section, which can be modified to meet the needs of the exhibitor or for judging.

Score Card

	Points
1. Effective title sign	5
2. Draws attention. Animals, light, motion, clever design, unusual items.	15
3. Holds interest. Tells story quickly and effectively, arouses curiosity.	20
4. Has much informational value. Presents facts worth knowing.	25
5. Completeness and originality of treatment of subject or practice	15
6. Attractiveness and neatness of exhibit. Good balance of material.	15
7. Use of explanatory material. Charts, maps and photographs. Easily read and understood.	5
Total points	100

□

Prize-winning Exhibits Prepared by the Hagerstown, Md., FFA Chapter

"Temporary Silo," Washington Co. Fair, 1949.

"Efficient Feeding With Balanced Rations"

"Frosting the cake" in fair exhibits

F. J. RUBLE, District Supervisor, Columbus, Ohio

F. J. Ruble

SOMETIMES it is the frosting on the cake which makes people say, "That is a wonderful cake." This same principle has been applied to Future Farmer activities at the Ohio State Junior Fair. Ohio Future Farmers exhibit hundreds of head of fine dairy cattle, beef cattle, sheep and hogs, as well as make many shop and chapter exhibits.

The "frosting" on the Future Farmer "cake" at the Ohio State Fair, however, probably attracts more favorable attention than all of these regular exhibits. The "frosting" includes such activities as the selection of a Future Farmer Queen, a Milking Derby, a Pie-Eating Contest, demonstrations, and many other activities which give city folks an interesting and sometimes hilarious look at Future Farmer activities.

Selecting the F.F.A. Queen

Future Farmers of Ohio selected Gwen York as their F.F.A. Queen of the year at the 1949 Ohio State Fair, but this was just a start in the Queen Business for Gwen. Ohio State University students chose her from a field of 14 candidates as their Football Homecoming Queen last fall. She reigned in splendor before a crowd of 85,000 people at last year's homecoming game. Selection of an F.F.A. Queen is one of the many activities of Future Farmers at the Ohio State Junior Fair. Last year 48 chapter queens competed for this honor before a packed arena. The All-Ohio Boys Band played softly as the girls were presented. The queen and her court were later introduced to a capacity grandstand crowd and later to the Colosseum audiences. The court was also included in the Governor's party on a tour of the fairgrounds. This feature attraction, coming early in the week, has been of special interest to prospective queens, their families, and friends. Lovely girls, attractively dressed, appeal to the public. Human interest is high on the part of both participants and spectators. As a result, the F.F.A. has been given valuable publicity in city and local papers throughout the state.

Contests For Fun

Future Farmer Frolics attract fair visitors and help acquaint them with Future Farmer skills and abilities. A number of contests are included in the Frolics, such as a daily quiz program, nail driving, sawing, milking, hog calling, and egg tossing contest. The latter contest is especially interesting. Teams of two boys, each pair off to see which one can pitch and catch an egg at the greatest distance. They start out rather close together but often-times the winning team will pitch and catch an egg at a distance of 75 feet. There are a lot of oh's and ah's before the winners are selected.

Demonstrations and Exhibits

A number of demonstrations are given each day to acquaint fair visitors with some of the improved practices learned and carried on by members of local chapters. Some of the demonstrations given last year include cud innoculation, fitting a beef steer, blocking a fat lamb, throwing a beef animal, pruning evergreens, and different kinds of shop skills and practices. An assistant in charge works with the boys calling attention to special phases of their demonstrations. In addition, other chapters present special musical numbers each day. This combination of music and skill in performing an activity appeals to the public interest. Patrons of school districts not having vocational agriculture have an opportunity to learn about the program.

Ordinarily 60-80 chapters build educational booths. Each is built around an activity the chapter has participated in during the past year. Most of the booths center around F.F.A. areas of leadership, cooperation, conservation, community

An F.F.A. demonstration on cud innoculation given at the F.F.A. Theatre at the Ohio State Junior Fair.

service, farming programs, scholarship, conduct of meetings, recreation, and safety. Many unique and original ideas are presented using motion, color, pictures, and models. Booths are judged on attractiveness, power to arouse and hold interest, and development of an idea. Awards are made on a gold, silver, and bronze medal basis. The development of this type of activity is stimulating to the boys as well as educational to their friends and other visitors interested in vocational education. It seems that the quality of the regular exhibits has improved as a result of the special activities.

Fairs Reflect Progress

Boys make individual entries in other classes such as beef and dairy breeding, beef steers, swine, sheep, poultry, grain, potatoes and shop. New classes are added from year to year. Classes are dropped when there is little interest in them.

The first Junior Fair was held at Ashley, Ohio, in 1924. A few years later in 1929 the Ohio State Junior Fair was organized, the first of its kind in America. Much progress has been made since that time. All are proud of the work the young people are doing. They are truly pointing the way to a brighter farming day.

The State Fair Management has cooperated to the fullest extent in providing facilities for Junior Fair exhibitors. Additional improvements are expected in the near future. It is their desire to promote and encourage the program in every way possible. A good Junior Fair reflects the progress being made in agriculture and by the F.F.A. □

Promoting Public Relations at the Ohio State Fair

The F.F.A. Queen and Her Court

Livestock Parade for Television

F.F.A. Hog-Calling Contestant

Essex County Agricultural School presents its 38th annual farm and home day

HAROLD A. MOSTROM, Director, Essex Co. Agr. School, Hathorne, Mass.

THE spacious campus of the Essex County Agricultural School in Hathorne, Massachusetts, was the setting for the 38th annual presentation of Farm and Home Day, the great extension day of the year for the school and all its departments.

The county schools in Bristol, Norfolk, and Essex Counties in Massachusetts are area vocational agricultural schools, serving their respective counties, and including in their organization the county agricultural, homemaking, and 4-H extension service programs for their respective counties.

Essex County also operates on the same campus a Homemaking School, and has an extensive program of adult education as well. More than 1000 people are enrolled annually in the various adult education classes in agriculture, horticulture, and homemaking practical arts offered by the school, besides the 300 to 350 students enrolled in the two day schools. The extension agents have their offices in the main administration building, together with other governmental agencies, including the Production and Marketing Administration and the Soil Conservation Service.

The Farm and Home Day program annually gives the school an opportunity to present to the public evidence of the varied services in all fields of activity through exhibits, demonstrations, and other features.

A Cooperative Undertaking

The program is arranged by a planning committee of farmers and homemakers operating in cooperation with the staff of the school and sponsored by the school trustees. The lay-out consists of a trade show, educational exhibits, and a speaking and demonstrational program throughout the day. The school gymnasium is given over to the trade show, and the exhibitors have always felt that this was one of the best opportunities offered in the county throughout the year for them to do business with farmers and homemakers.

The two day schools, the adult education program, and the Extension Service combine with the Production and Marketing Administration, the Soil Conservation Service, and County Forestry Committee in offering educational exhibits in classrooms throughout the two main buildings on the campus.

Nature of Program

The speaking and demonstrational program includes a general meeting in the morning, at which a speaker of national repute speaks on some subject not necessarily in the field of agricultural or homemaking subject matter but of current interest to the public. In the afternoon, simultaneous sessions are held for various agricultural commodity groups, including dairymen, poultrymen, home gardeners, fruit growers, and market gardeners. There is also a homemakers' section meeting at the same time.

This year's morning session was addressed by Prof. Carl J. Friedrich of Harvard University, speaking on "The Great Debate on United States Foreign Policy." One of the features of the afternoon sessions was the panel type of program which was put on in several of the commodity meetings. A poultry meat cutting and packaging demonstration featured the poultry meeting.

The school entertained many distinguished guests, including the Massachusetts Commissioner of Education, the State Director of Vocational Education, representatives of the State Department of Agriculture, the State Director of Extension Work, and others. Lunch was served to the general public by a caterer, and the girls in the Homemaking School served lunches to speakers, invited guests, and others. Students from both the Agricultural and Homemaking Schools served as guides, ushers, and exhibit attendants. The Essex Chapter, Future Farmers of America, had an exhibit illustrating its activities.

Regular School Time Used

The program is held annually in the middle of the week, right in the midst of school activities. Beginning at noon on Tuesday, students and staff together turn to set up the classrooms, the gymnasium, and other places for the exhibits and speaking programs. The assembly halls are decorated with flowers from the school greenhouse. By early morning of Wednesday, the day of the program, one would never know that he was stepping into rooms which were ordinarily used for classroom instruction. At the close of the day again everybody turns to and helps to take down exhibits, so that by class time Thursday morning the rooms are available for the usual activities of classroom instruction.

Program Well Received

It is a remarkable demonstration of how much can be done in a short time through the cooperative effort of instructors, students, agents of the Extension Service, and other public agencies, including the County Forester and the County Forestry Committee, the Production and Marketing Administration, and the Soil Conservation Service, all of which services have their offices on the campus of the school.

Among the noteworthy exhibits this year were those of the Essex County Forestry Committee, the Soil Conservation District, and Production and Marketing Administration, the practical arts work in foods, clothing, hooked and braided rugs, furniture re-upholstering and furniture slip-covers, exhibits by the Alumni Association, by the 4-H Clubs of the county, and the Veterans' Institutional On-Farm Training Program.

The very fact that the general public has supported this program by its attendance in numbers from 1500 to 2000 annually for nearly forty years is in itself ample evidence of the usefulness of this program to the public. □

Two of the Numerous Departmental Exhibits

Life cycle of the carnation plant.

Dutch elm disease exhibit by Department of Conservation.

Putting the whole story of F.F.A. before the public was purpose of this ribbon-getting fair exhibit, showing both school and farm activities of the boys.

Preparing the fair exhibit

C. FRED INGRAM, Vo-Ag Instructor, Winder, Georgia

C. Fred Ingram

THERE'S an old adage that says "certain as death and taxes," and surely in the life of most vocational agricultural teachers we can add—"and a fair exhibit." Exhibits of some nature will be a requisite of every agricultural program from time to time. So it behooves each prospective teacher of vocational agriculture as well as on-the-job teachers to become aware of prize winning qualities in fair exhibits.

To best picture the job of getting up a fair exhibit let's consider it as a teacher might present a new project in class, thus:

Job:—Planning Fair Exhibits:
Considerations:

1. Type of intended exhibit
   A. Purpose: To put before the public the program of the vocational agricultural department.
   B. Place of exhibits: Space and importance of exhibit (relation to overall project).
   C. Theme: General idea exhibitor wishes to convey.
2. Qualities to be evaluated
   A. Educational value: To enlighten viewer on capacities of department.
   B. Comprehensiveness of Material: Division of materials to best execute theme.
   C. Achievement of Purpose: Degree to which purpose of exhibit is realized by viewer.
   D. Artistic treatment of theme: Clarity and creativeness applied purposefully.
3. Future Exhibits
   A. Conserve ideas and materials.
   B. Develop "Fair Exhibit" psychology.

How to Get Started

Several factors will determine the type of exhibits, chief among which is the purpose of said display. An overall statement of purpose may be "to put before the public, the work of the vocational agricultural department." One might call it somewhat of a visible account of one's work. A second factor in determining which kind or type of exhibit to make may be the place in which the exhibit will finally be assembled. The amount of expendable space and the relative position of the exhibit to others of a similar nature are factors, too, for consideration.

The "head work" in any fair exhibit really begins when one considers and finally selects a theme for the proposed exhibit. This is as important as a proper diagnosis before a medical operation. Only after a theme is selected can we successfully integrate the desired materials.

The preparation of a fair exhibit can hardly be discussed without first knowing the criteria by which it will be judged. A score card is usually followed by the judges and it behooves any exhibitor to try to familiarize himself with these scoring factors before executing any ideas of preparation.

Criteria Commonly Used

The educational value of an exhibit is contained in the story told to the public. What is learned from seeing the finished product? If nothing, you fail—for after all any exhibit whether at a fair, convention or a display at the corner drug store is meant to educate the public.

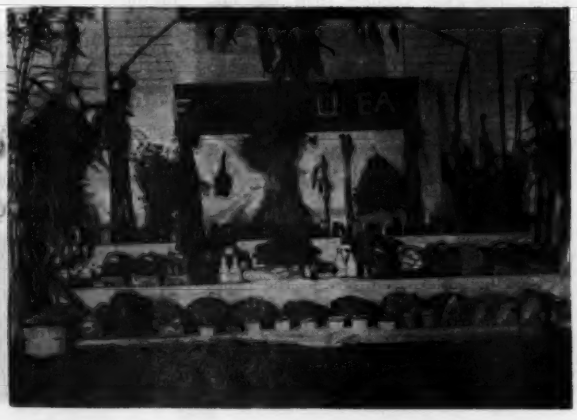
Secondary to the educational value is the manner in which the material is used. One might call this the "boundary" factor. One doesn't want to lose any space to trivialities, rather every inch must be self explanatory and vital to the clarity of the subject. Using too many objects clutters the exhibit and obliterates its intended purpose and theme. Don't overdo it! That's a good point to remember.

The artistic treatment of the selected theme can either make or break your blue-ribbon chances. Either of two plans may serve equally well in the arrangement of the exhibit. These plans we can designate as (1) have a central focal point, or (2) provide equal distribution of interest. Using an eye catching central idea usually results in clarity. Any written material and signs, posters, etc. used

(Continued on Page 33)

An F.F.A. exhibit and some of the members who prepared it. The use of an eye-catching central idea results in clarity and neatness. Pictures used in the exhibit were accumulated throughout the year.

This farm bureau winning display shows the use of first quality products and long range planning. That July watermelon was preserved for the November fair.



Exhibits can teach

JAMES E. WOODHULL, Graduate Student, State College, Pennsylvania

James E. Woodhull

WHILE I was on a visit at Millheim, Pa. recently, Ray Bright, who has been teacher of agriculture at the high school there for the past twelve years showed me his vocational agricultural exhibit which was displayed at the county fair this past year. Ray pointed out that his boys did the work in constructing this exhibit, and he emphasized that he can justify his time in such an undertaking only when the boys do most of the work and creative planning.

The exhibit was built around four pictures 8" x 10", which spelled pictorially, the theme, printed in large letters across the front, "We'll Farm Together." The first picture, taken six years ago, was a scene of mother, father and son sitting around the kitchen table working out plans for the boy's farming program. The second picture, taken in the sophomore year of the same boy, showed him holding his heifer calf, the basic start in his farming program. The third picture, taken the year after graduation from high school showed the young farmer confirming, by a handshake, a partnership agreement just made with his father. The fourth and last picture, shows the father and son looking over their fields and laying plans for farming together.

The striking effect of this exhibit was gained by the lighting which was produced in the following manner; the pictures were printed on Translite paper, which is translucent and permits by back lighting, a distance, sharp picture. Translite paper is somewhat expensive, in this case an 8" x 10" picture cost $3.00, but, the effect produced in a public exhibit justifies the expense.

Mr. Bright pointed out that it is simple to mount these translite-prints between two pieces of glass and to fasten them in back of a ½" homosite board into which holes somewhat smaller than the pictures have been out. Ray said that the thickness of the homosite board gave some depth perspective. Moreover, when a frame of dark masonite was placed on the front edges of the hole, the perspective of depth was increased very effectively. In looking at the exhibit, it seemed to me that added perspective was gained by printing the captions onto ⅛" homosite board. Each picture had a realistic effect that pleased and held the eye.

Overall depth was given to the panel of pictures by setting them back from the front of the exhibit about three and a half feet. Panels were used to close in the sides; an apron covered the front base hiding the two sawhorses that raised the whole exhibit up to the proper viewing height. It is important that I mention the color harmony used; the black and white pictures mounted on white board dominated the center of the exhibit; the wing panels and front facing were of light blue; at the top and along the front was printed in 10" white letters the title "We'll Farm Together"; the whole exhibit was "held down" by a dark blue apron.

Ray advises that four reflector-type bulbs be used for the back lighting, so that there is uniform lighting of each picture. It is necessary to so place the bulbs at the four corners of the large panel that one bulb lights where the others fail to reach. Such an arrangement does not create a serious construction problem.

Sound educational philosophy was used in the building of this exhibit from the early decision upon the title and theme to be used, to the last thumb tack which fastened the dark blue crepe paper of the apron. The sound philosophy of the vocational agricultural program was effectively caught by the lens of Ray's camera through a purposeful habit of picture taking. Translite paper, homosite board, reflector lights, blue paint, and creativeness, controlled in an atmosphere of cooperation, was what it took to construct this public exhibit. Some would say Ray Bright got more publicity from the methods he used with his boys than from the exhibit after it was finally placed at the county fair. It strikes me as something worth thinking about too. □

Are demonstration plots worthwhile?

GORDAN J. RYDER, Vo-Ag Instructor, Washington Court House, Ohio

MAKING use of demonstration plots in an F.F.A. crop project is a way of securing some of the improved practices in the boys' own crop projects at home. In conducting demonstration plots in corn I have had boys increase the rate of fertilizing, use nitrogen plowdown and increase the rate of planting.

In our locality, Southwestern Ohio, we have had a very poor wheat crop for the past two years. Many boys in my classes, as well as young farmers and adults in my community, have asked, "Does it pay to top-dress wheat?" Many are asking what rates and analysis to use. In the past five years test plots on wheat top-dressing have been carried out on poor stands of wheat in our county. None have been tried on good wheat stands.

Our F.F.A. chapter has a 12-acre wheat project that was one of the best looking fields of wheat in the locality this spring. In this field the boys have set up six test plots in one replication. The plots are one-tenth acre in size with all twelve plots in the same soil type. All of the plots are 100 feet from the border of the field and are located end to end. With this arrangement the plots can be harvested easily. Each plot has a fifteen foot guard area around it that received the same fertilizer treatment as the plot.

The top-dress applications were made on March 20 with the per acre rate of 200 pounds of 10-10-10; 150 pounds of 20.5 A.N.L.; 150 pounds of 0-20-20; 200 pounds of 48% T.V.A. Triple-Superphosphate and 8 tons of barnyard manure; and the check plots with no treatment.

As I see it there are three points that will make test plots worthwhile. First, they create a great deal of interest among the F.F.A. boys and their parents in watching the outcome of such testing work. Second, they give the boys a better idea of just how this type of testing work is done on our State Experiment Station farms. Many times boys, as well as farmers, say that the results obtained at the experiment station do not apply on their farms or in their communities. Some of this testing work in the local community helps bring the experimental results a little closer home. Third, when the boys have a part in conducting these test plots in the F.F.A. crop projects, they are more enthusiastic about applying the practices that will help them increase their income.

The plans for these demonstrations were made by F.F.A. committees, and the project was financed by the chapter from its treasury. In order that every boy in the department could participate in this work, class time was used to do the necessary work in establishing the test plots. It took about four hours of committee work and about eight hours of field trip work to establish these demonstration plots.

I believe that demonstration plots can be a worthwhile phase of the vocational agriculture program. □

Laying Out Test Plots

Calibrating the Fertilizer Spreader

The model man shows the incorrect way of lifting a heavy object.

F.F.A. safety team demonstrates the value of safe wiring.

F.F.A. demonstrations are effective

BOND L. BIBLE, Vo-Ag Teacher, Morgantown, W. Va.

Bond L. Bible

THE demonstration has long been recognized as an effective teaching device. Too many of us, however, pay lip service to this technique, but seldom use it to achieve desired learning results. We have found that time spent on demonstrations was worth many, many pages of effort in text-books.

A Typical Example

Demonstrations are one of the most effective ways of presenting material, whether that material is of a simple or complex nature. Take, for instance, a community program of farm safety sponsored by the F.F.A. chapter. The idea to be portrayed is "how to lift." Farmers, by necessity, do considerable lifting. Many times a back is needlessly injured, perhaps for life, through improper lifting. From the plans prepared by The National Safety Council we constructed a model man, "Junior." This device used in a demonstration shows how lifting can be done safely. It illustrates vividly what may happen to the muscles of the back when a heavy object is lifted in opposition to nature's intended way. Even young children can understand the demonstration, and the lesson taught will remain with them. The local power company asked the chapter to show the proper lifting technique to their employees.

We have found that a team composed of two members is very satisfactory in giving the demonstration. Two or more participants make possible the presentation of more difficult subjects, and they develop ability in working together.

A Variety of Applications

About all programs given by the Future Farmer chapter include a demonstration or two. Such activities as parent-son banquet, assembly programs and community meetings would be incomplete without some visual method of approach.

We have used F.F.A. teams to conduct experiments in various phases of first aid, fire prevention, safety in electrical wiring, and of dangers of gasoline vapors, before many different groups of people. In every instance the demonstration was the nucleus around which the whole program was built.

Physical Equipment is Important

An important factor in the success of the demonstration is the kind and construction of material used to help convey the idea. We use an attractive panel for showing safe wire size for electric current. In the central part of the panel about one-half the strands of a no. 18 lamp cord were removed and the remaining wires were inserted in the 115-volt circuit. A small rag was placed over the wire. In the circuit were connected two 660 watt heating elements and the switch was closed. A voltmeter was read as the current entered the panel and then again after it passed through the strand of small wires for comparison. In a very short time the wires would become over heated and the rag started to smoke. The audience could see the dangerous effect of too small wire sizes in a circuit.

Charts and posters are used to good advantage where the results cannot be otherwise presented.

Develops Good Relationship

Boys enjoy to participate in a well-planned demonstration. The audience is interested because both the audio and visual aspects of learning are present. Good audience rapport is established through the demonstration because its informality lends itself to a closer audience situation.

Tests of Good Demonstration

No demonstration is complete without an evaluation. The following questions should be answered before one can be said to have had a successful learning experience. 1. Did the demonstration arouse enough interest so the audience wants to do the thing demonstrated? 2. Was the demonstration clear enough for anyone to be able to go home and use the approved practice? 3. Did the demonstration prove worthwhile in clearly showing conclusive examples of the value of the practice?

Our experience would place an affirmative answer for each questions. □

Preparing the Fair Exhibit

(Continued from Page 31)

must be thoroughly legible. Materials or products used should be carefully selected with regard to durability. If, for instance, a farm product display is planned, any fresh vegetable would need to be replaced each day to insure the quality of the exhibit at the hour of judging.

The final criterion, and possibly of greatest importance, is the degree to which the exhibitor achieves his purpose. Did you achieve it? If not you fail or, in the lingo of the fair exhibitors, no premium! Blue ribbons are never given —they are won—always after considerable planning and much work.

One of the important requisites of good exhibiting is what one might call the psychology of the thing. Throughout the year one must be conscious of the need for ideas, materials, good pictures, etc., so that there will be something from which to build your exhibit. Blue ribbons to you! □

Organization and management of school fairs

DUANE D. MORTIMER, Vo-Ag Teacher, Columbus, Wisconsin

Duane D. Mortimer

TEACHERS of vocational agriculture find that their department can be of great service to the community by sponsoring a school fair. The school fair, properly conducted and based on educational objectives, can be one of the highlights in the year's activities of the department.

The school fair should serve in three directions: the exhibitors, the community and the agriculture department or school. The primary purpose should be to aid the student or exhibitor. It should provide the exhibitor with an opportunity for educational experience in exhibiting a farming program. Many teachers feel a student must exhibit to have satisfactory completion of a farming enterprise. Though one may not necessarily subscribe to this, every vocational agriculture teacher will agree that exhibiting is an educational experience. There is no better place to do this than at a local fair where one's neighbors and fellow students can see one's accomplishments.

Increases Community Interest

A fair, to be successful, must be properly organized and managed. When this is true the fair can be an excellent media to establish good public relations between the vocational agriculture department and the community. To achieve this end a definite need for this fair must exist. If a school is situated so that it is difficult for students to exhibit at county and state fairs, the school fair may be the answer.

The Columbus, Wisconsin vocational agriculture department has conducted a school fair for twenty years. During the past year a survey of sixteen other schools in southwestern Wisconsin that have school fairs was conducted to determine what were the common successful organizational and managerial techniques used.

Results Found

A. School Fairs are sponsored by:

Agency	*Frequency*
Chamber of Commerce	4
Fair Association	4
Future Farmers of America	3
High School	2
Service Club	1
City Council	1

B. Was state aid paid to the fair?
Fifteen schools replied *No,* and one *Yes.*

C. The chief administrator of the fair is: Agriculture teacher (11); Agriculture and Home Economics teacher (2); High School Principal (2); President of Fair Association (1).

D. Students act as department chairmen: *Yes* in 9 schools, and *No* in 7.

E. The physical work of setting up fair is performed by:
Agriculture students in 11 schools.
Agriculture and Home Economics students—4 schools.
Hired help—1.

F. The fair records are taken care of by:
Administrator of the fair—13 schools.
A fair secretary—3 schools.

G. The total per cent of purse going for premiums and operating expense was: (Ten schools reporting)

No. of fairs	*% in Premium*	*% in Operating Expense*
3	50%	50%
2	60%	40%
2	65%	35%
1	75%	25%
1	80%	20%
1	85%	15%

H. Schools which hold a carnival with the fair.
Eight schools replied *Yes,* and eight *No.*

I. Schools which sell booth space to commercial concerns.
The response to this question was equally divided.

J. The number of days school fair is held.
One day in 9 schools.
Two days in 6 schools.
Three days in 1 school.

K. The premium list is determined by:
Agriculture teacher—5 schools.
Agriculture and Home Economics teacher—5 schools.
Agriculture teacher and Extension personnel—3 schools.
Fair Association—3 schools.

L. Instructors' rank regarding primary purpose of fair.
Educational experience for students—6 schools.
Public relations for department and school—3 schools.
Public relations for city—3 schools.
Means of exhibiting for students—2 schools.
Homecoming for the community—1 school.

M. On the basis of past experiences, would you start a junior fair if you were to move to a school that didn't have one?
Ten answered *Yes,* four *No* and two *Questionable.*

Recommended Procedure

Taking into consideration the results of the survey and the writers experience, the following procedure is recommended for the organization and management of a school fair. The first step would be for the Agriculture and Home Economics teachers to obtain full co-operation of the superintendent. Next, one should attempt to get a sponsor. Commercialization of a youth program should be prohibited and, if possible, there should be no entry fee or admission charge.

The responsibility of administering the fair should be in someone who is working with the youth and is familiar with their farming programs and home experiences. The most logical persons would be the Agriculture and Home Economics teachers. Student participation is very desirable. An excellent educational opportunity for some of the more responsible boys and girls is provided if you make them department chairmen. The general chairman of the fair explains to each department chairman his duties. It is very desirable for the chairman of a department to have been an assistant previously in that department. In such cases the students can put on a fair with very little supervision from the general chairman.

In setting up the kinds of departments we might have at our fair, it is necessary to keep in mind the different types of enterprises one has in the community. There should be a place for any boy or girl in organized chapter or club work to exhibit his program. This will vary widely from one area to another.

The premiums offered at a school fair are quite low, and it seems the amount of money an exhibitor makes is a minor reason for exhibiting at the fair. They are more interested in the prestige that goes with winning a ribbon and in making as good an exhibit as possible so as to show what they have done in their work.

Records and Reports

The administrator of the fair should be very sure that he has complete and accurate records. This will include getting the entries and judge's sheets ready and an entry tag prepared for each exhibit before show time. After the fair, one should publish a descriptive and financial report. This should be sent to all officials and contributors. The descriptive report should compare that year's fair with previous ones. An administrator should be very interested in each of these reports.

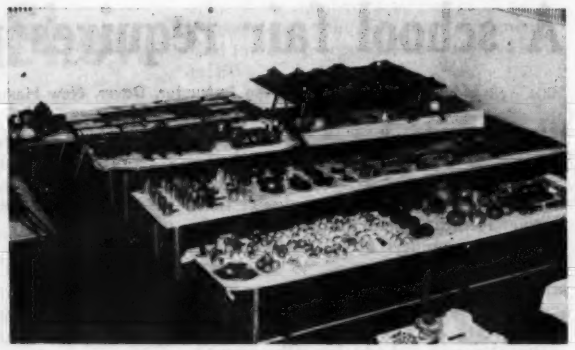
Much of the success of the fair depends upon how it is publicized. Premium lists should be placed in the hands of the exhibitors prior to the fair so they may study them to prepare their entries. The support and co-operation of the local newspaper is very essential.

Finally, one should always remember the School Fair must meet the needs of the community and serve a very definite purpose for that community. As an event primarily for the youth, it must offer educational opportunities for these youth. It will then have served a very worthwhile purpose. □

In order that people may be happy in their work, these three things are needed: They must be fit for it, they must not do too much of it, and they must have a sense of success in it. —John Ruskin.

The man who graduates today and stops learning tomorrow is uneducated the day after. —Newton D. Baker.

The Home Economics Dept. Has Prominent Place in the Cherry Valley School Fair.



The Vegetable Exhibit Includes Canned Products. One Section of the Cherry Valley Fair.

Conducting school fairs

JAMES ROSE, Vo-Ag Instructor, Cherry Valley, New York

James Rose

SHOULD agriculture departments hold a school fair? This question is one that I feel every teacher of vocational agriculture will ask himself during his teaching career. Through having had a great deal of experience in holding school fairs I think that the following questions will answer the problem as to whether to have a fair or not. First, is there an interest in the students toward holding a fair? Second, are there facilities present to insure adequate space for exhibiting all materials wanted at the fair? Third, how is the fair to be financed? Fourth, is there a need for holding a fair (by this I mean the nearness to county fair sites and other shows will determine whether to hold one or not)? Fifth, what students shall participate in the fair and to what scope shall the fair extend?

Having answered all of the above questions does not mean that you are ready to hold a fair but it will give you an idea as to just how to start in to get the fair together. In order to relate my experiences with school fairs I will describe to you my past experiences with them and how we have always operated them.

Make Modest Start

My experience with school fairs began during the war while I was teaching agriculture at Big Rapids, Michigan. There was no county fair held at the time and the boys decided they would like to hold a school fair. We selected a date in early October and held our first fair. The school board furnished us ribbons and we exhibited only vegetables and farm crops. The evening of the fair was devoted to hearing a good speaker and other entertainment in the gym. We concluded the fair with a sale of some purebred calves and the money received was converted at the time to war bonds and stamps thus aiding the war effort. This was my first attempt and was to start me off on a succession of fair adventures. I recall that the attendance at our fair was over 500 people and every one seemed to enjoy it.

I moved to New York state in 1946 to teach and have held a school fair every year since. I find that in order to put over a good fair the idea must be sold to the students, administration, and the community. To attain this we have moved slowly in expanding the size of our fair and have tried to carry the enthusiasm of every one along from year to year. We print catalogs describing the classes open for exhibits. Then we print a catalog of the order of events and advertise in the paper for two months in advance. Advertising is one of the key points in helping to keep people ever mindful of the big event. We have solicited the merchants of this small community for prizes and we display the prizes in a window up town where the students may see in advance what they can win.

The board of education buys the ribbons for us and puts up the money that we lack when final prizes are distributed. The home economics department of the school works with us and the girls exhibit many kinds of things along with the boys. We use the gym to exhibit our vegetables and crops and home-making materials, the school shop is used for the poultry display and the garage where the busses are stored is used for the cattle exhibits.

To start our fair we encouraged everyone to bring something regardless of quality. Since the first fair five years ago we have developed the idea of better quality exhibits. Our last year's fair was tops in this respect.

A Typical Schedule

A typical fair schedule is arranged as follows—

Exhibits placed in proper place by noon of fair day.

From 1 P.M. to 2 P.M. the grade children are shown exhibits.

From 2 P.M. to 3:30 the various classes in the school operate concessions such as fish ponds, fortune telling, etc. at a cost not to exceed 5c and students play these games and buy pop and hot dogs as in a real fair.

At 4 P.M. the crops and home-making exhibits are judged.

At 7 P.M. everything is open for public inspection and a good program such as a doll show, hobby show, dress revue or some good local radio enter-

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A Part of the Poultry Exhibit in the Farm Shop-room. Work-benches provide table space.

Pupils from Both Pre-Vocational and Vocational Classes Receive Awards in Calf Show.

A school fair requires planning

MARTIN MITCHELL, Vo-Ag Instructor, Dover, New Hampshire

TO CREATE and to stimulate community interest in vocational agriculture by means of a well-planned and worthwhile school fair is a valuable objective for the pupil participants and for the community. Here is a realistic opportunity for the pupil to learn to assume responsibility in a given task and to experience the satisfaction gleaned from seeing his job well done. As a group the school body has the opportunity to experience practical school body cooperation within all groups, allowing every member to participate in the larger experience of school cooperation. There is room, too, for the community to be a part of this school project, thereby bringing greater understanding of the problems and educational profits of the pupils' work. Community participation in the fair tends to stimulate the pupil to derive satisfaction in his own animals, produce, or work on display.

The planning for Fair Day should start two or three months in advance. A fall fair should have tentative planning underway at the end of the preceding spring, particularly in the case of the first fair. At this time a date for Fair Day should be determined, so that youngsters can have their livestock ready and so that it fits satisfactorily in the school calendar. It should be set well in advance of any frost danger which, of course, would curtail vegetable and flower exhibits.

Pupils As Department Heads

At a late summer meeting of the F.F.A. a fair president, a secretary, a treasurer, and the department heads should be chosen. Typical departments include: parade, livestock, dairy, poultry, pets, vegetables, flowers, academic exhibits, community organization exhibits, and hobbies. Selection of judges and arrangements for ribbons, farm machinery, a horse show and a horse-pulling contest are other assignments. Each department head will be, with his committee, responsible for getting his department of the exhibits in complete order. He will be given his amount of space. Each group must realize that it is responsible for seeing that the job is done and should be encouraged to take pride in its work.

A parade can get a fair off to a good start, giving everyone in the school and community the chance to participate. Classes and community organizations can work up floats; individuals and family groups can enter; entries of bicycles, doll carriages, horse clubs, etc., can be made, and the school band can furnish the music. Such a parade should be held in the morning, starting at the fair grounds and ending there.

The livestock department and the dairy department are responsible for obtaining healthy animals for exhibition, providing stall space for tie-up, feeding and caring for the animals, and providing a show ring. Such a ring need not be elaborate nor permanent. Several rolls of snow fence can be borrowed to furnish enough to fence in conveniently a class of livestock.

Poultry exhibits are discouraged in some areas because of the disease factor. However, this department is responsible for borrowing bird cages or for renting them if such an exhibit is included.

Exhibits and Other Attractions

The academic department should contact all the teachers for entries of worthwhile and interesting materials for exhibits. Each teacher, with her students, can be allotted space and allowed to plan their own setting up of the exhibits with help from the department in any necessary construction.

The flower, hobby, vegetable, and other exhibits will have their department heads working in the same way, attracting exhibitors, providing space, helping in any constructive way needed.

If the Future Homemakers are interested in a major participating role, such department heads may be chosen from their group to superintend the exhibits of their related work.

A horse show in the afternoon is always a great attraction. Snow fence can make a satisfactory and inexpensive ring. If there are riding clubs in the area, the problems are lessened, since the clubs are enthusiastic about opportunities for riding and exhibition. Horse breeders are another group to contact as well as the individual equestrian enthusiasts. Games by groups on horseback are easily planned and they provide amusement for the spectators as well as for the riders.

A horse-pulling contest is very crowd-pleasing and profitable but not an easy phase of the program for the unitiated. Don't include it in your first fair unless there are several competent citizens in the community with a knowledge of running a horse-pulling contest who are willing to oversee the actual pulling events. Always remember that a small attempt well done is far superior to a large program poorly done.

Don't Commercialize

In my opinion the fair should not be considered a money-making proposition. Its educational returns far outweigh the angle of profit. But there are expenses, so we must meet them. The number of refreshment stands and games of chance should be limited so that they don't become the major interest point of the fair. Too many small fairs are overcommercialized. Some people never see the animals and exhibits in a fair. To provide the necessary income, a small spectator fee can be charged to cover the expenses incurred. Prize money is not needed in small school fairs; good ribbons are adequate recognition of work well done, especially until the time your fair has grown in size.

There will be many headaches and much leg-work connected with running your school fair; yet when you see people in attendance who are enjoying their joint efforts, and the pride father and son alike feel from having their entries recognized, you realize that a school fair fills an important place in our efforts to bring about better community-school understanding. □

Agricultural teachers and showmen make plans at a dinner for the San Antonio Livestock Exposition, February 15-24, 1952. They are, standing left to right—G. F. Brown, Burbank F.F.A. adviser; Dick Weekley, Lytle F.F.A.; and Ellis Shappario, publicity director of the exposition; and seated left to right, are J. H. McLean, San Antonio Light newspaper; W. L. Jones, show manager; and Bill McReynolds, WOAI radio man of San Antonio.

The Blue Valley Farm Show

A cooperative community enterprise

WILMER B. FRISBIE, County Adviser, Vocational Agriculture, Pa.

Wilmer B. Frisbie

THE Exchange Club of Bangor, Pennsylvania, was anxious to promote some worthwhile community project. Mr. George Ott, the agricultural teacher at Bangor High School, thought it an opportune time to suggest a project that he had been considering for a long time—that of sponsoring a Farm Show for the F.F.A. boys.

Since "Service to Youth and Service to Agriculture" are two paramount objectives of the National Exchange Club, the members took Mr. Ott's suggestion seriously, and after careful study decided to make this their major project.

A farm show committee, of which Mr. Ott was a member, was appointed in March, 1946. This committee met many times during the spring and summer working on the plans. The county adviser of vocational agriculture, who had considerable experience with area vocational exhibits, was asked to meet with this committee to help set up the prize list and plan the program. The prize list included the types of farming enterprises that are adapted to the region.

Other major problems that confronted the committee the first year were:

1. Obtain approval and cooperation from the school authorities to hold the show.
2. Acquire permission from the Bangor Park Board to stage the show at the park.
3. Finance the prize list which called for an expenditure of over $400.
4. Rental of ground space for commercial exhibitors.
5. Solicit advertisements for the premium catalogue.
6. Plan the lay-out of the grounds for exhibits.
7. Obtain volunteers to assist with the many detailed duties before, during, and after the show.

The entire membership of the Exchange Club as well as the farm show committee had one purpose in mind when planning for the first Farm Show. This is ably expressed by a quotation from the program. Quote "If this Blue Valley Farm Show succeeds in promoting a greater recognition of Bangor High's agriculture department, then the purpose for which the Exchange Club intended will have been fulfilled."

How the Show Has Grown

Anyone who has been closely associated with the Farm Show is well aware of the value and success of this annual event. The response from the businessmen in the area for donors of prize money, advertisements and rental of exhibit space has been very good. This is very important in an undertaking of this nature.

After holding the fair for the second year, the directors decided to incorporate. A charter was obtained from the Commonwealth of Pennsylvania, which entitled the fair board to receive state aid on premium money paid in prizes.

By 1949, the ground space at Bangor Park became too small. To remedy this condition the directors purchased 15 acres of land midway between Bangor and Pen Argyl for permanent exposition grounds. The grounds were graded and seeded, and an auditorium (80' x 96') was constructed at an appraisal value of over $65,000. Practically all the labor needed in the construction of the building was donated by men and Future Farmers of the community. The financing of the project was done through the sale of bonds issued by the farm show directors.

In 1949, the homemaking and industrial arts departments were added to the entry list. In 1951, the three departments of Pen Argyl High School were invited to participate in the show. This increased the number of entries in all three divisions and likewise the prize money paid increased from $400 in 1946 to $1300 in 1951.

The first year there were less than 100 entries which included 18 pure bred dairy heifers. In 1951, there were over 400 exhibits in the agriculture classes with 62 purebred dairy heifers on exhibit. The total of exhibits in the three divisions (homemaking, industrial arts, and agriculture) was nearly 1000.

Some Benefits Derived

Some of the outstanding accomplishments of this activity can be summarized as follows:

Values to the Agriculture Department:

1. Stimulated more interest in the agriculture program both in the school and community.
2. Encouraged more good farm boys to enroll in the agriculture course. (27 boys in 1946; 65 boys in 1951)
3. Boys are carrying a larger supervised farming program.
4. Boys purchase better livestock and give them better care and management.
5. Boys are buying improved varieties of seed and are using many improved practices.
6. Boys are receiving actual experience in conducting a fair.
7. The F.F.A. chapter has become the most active group in the school.

Values to the School:

1. The public relations between the school and community have been improved.
2. The school has good publicity—local, state, and nationally—from outstanding accomplishments of boys.
   a. Winning awards in project contests, etc.
   b. State Farmer Degrees received.
   c. American Farmer Degrees—two in last four years, one is a Regional Star Farmer.

Values to the Community:

1. It has started a community project that has outgrown the membership of the Exchange Club.
2. It has helped to bring the rural and urban citizens closer together.

(Continued on Page 46)

Karl Miller, president of the F.F.A. Chapter, George Ott, Sr., teacher of agriculture, Bangor High School, and the grand champion Holstein heifer of the 1952 Blue Valley Farm Show. 62 animals.

Air view of the Blue Valley Farm Show Grounds taken in 1951, consists of 15 acres, located to serve two school communities for exposition purposes.

The American Royal promotes public relations

WALTER H. ATZENWEILER, Agr. Com., Kansas City Chamber of Commerce

W. H. Atzenweiler

MY first introduction to the American Royal Livestock Show was in November of 1918. I was a sophomore enrolled in vocational agriculture at the Atchison County High School, Effingham, Kansas. The high school had put in the first vocational agriculture course in Northeast Kansas that fall; in fact, vocational agriculture was only one year old nationally at that time. Our vocational instructor had been telling us farm boys about the glories of the American Royal and about its educational value and what wonderful livestock we would see. We saved up our money all fall to make the trip to Kansas City for a one day visit to the Royal. Here for the first time I saw the country's leading breeding livestock of all breeds of cattle and draft horses, sheep and swine. Out in the pens in the stockyards were fat carloads of beeves which were very interesting and impressive to me as a youngster. That trip to the Royal inspired me to want to become a leader in agriculture, not only a producer, but also to go further in college and learn more about agriculture. I can still see the massive, well balanced, thick "Repeater Junior," the champion Hereford bull for three straight years, owned by O. Harris and Son of Harris, Missouri. I had read about "Repeater Junior," but this was an actual opportunity to get to see him. That year also marked the beginning of a new type in the pattern of our beef Shorthorns. I remember seeing "Marshall Joffey" who was then, I believe, a senior yearling Shorthorn bull, win the Shorthorn grand championship, the first time in the history of the Royal that a bull out of the age class, or two years old class, had not won the grand championship. I can still remember the comments made by the breeders and farmers standing around and viewing "Marshall Joffey" regarding his thickness and low setness and early maturing qualities.

Since 1942, as Agricultural Commissioner of our Chamber of Commerce, I have again become very closely associated with vocational agriculture in my position here in working with the Future Farmers of America in their National Convention and at the American Royal. In October we will have the Twenty-Fifth Annual Future Farmers of America National Convention. The Convention will immediately precede our American Royal Livestock and Horse Show, which two events are synonymous to "Kansas Citians" and to Future Farmers of America boys throughout the country. The National Future Farmers of America has been both a pleasure and a pride as far as Kansas City is concerned. Less than 100 boys and leaders met here in 1928 to form the Future Farmers of America. Today this great organization numbers more than 350,000 active farm boys from 10,000 rural high schools from every state in the union.

Opportunity for Mutual Understanding

To the businessmen of Kansas City the farms and ranches of America, figuratively speaking, virtually move into Kansas City for two weeks during the city's fall "Agricultural Season"; namely, the National Future Farmers of America Convention and the American Royal. The businessmen of Kansas City consider the Future Farmers of America Convention one of our greatest civic assets. We are always proud, and the businessmen on the street always stop and look when the farm boys with the blue jackets come to town every October. As the chairman of our agricultural committee, who is a prominent businessman here in Kansas City, commented—"To me the Future Farmers of America organization is logically and practically set up to serve the youth of agriculture. These youth act as social stabilizers to preserve our American way of living."

Through occasions of this kind, such as the American Royal and the National Future Farmers of America Convention, we get to know each other better and thereby acquire a better understanding of the ways in which we can further the worthy purposes of both agriculture and industry. It is an inspiration to industry, whose many leaders are with us during the American Royal and National Future Farmers of America Convention, to see this wonderful array of farm youth conducting themselves during this two week's period. From 6,000 to 7,000 of these outstanding farm youth come to Kansas City each year to the National Convention and the American Royal. This not only is a great public relations asset to Kansas City and the American Royal, but in return we are proud that we are able to give to these outstanding youth the wealth of information in an educational and inspirational way through the great exhibits of livestock in our American Royal. The great value to the Future Farmers of America lies in the fact that we recognize these boys as some of our main exhibitors and are actually a part of the great American Royal Show itself.

Provides Inspiration

The two opening days of the American Royal are devoted exclusively to Junior Agricultural Activities. A major part of these activities is devoted to the Future Farmers of America, livestock exhibits, including fat steers, lambs and hogs; also to the National Judging Contest including the National Future Farmers of America Livestock Judging Contest, the National Meats Identification Contest and the National Poultry and Poultry Products Judging Contest. To both instructors and the students the sight of these exhibits of livestock and participation in these contests on a National scale provides a greater inspiration for both students and instructors to go back to their local chapters and improve the quality of their work.

During the past nine years I have talked to many Future Farmers of America students and their instructors regarding the inspiration they receive from the American Royal. One Future Farmer of America boy, whom I know personally, living in this state, had this to say: "National contests inspire greater competition. By the time you have reached the national level the quality of the livestock or the skill of the other boys participating in different judging contests is very high. The study and effort devoted to a certain task helps the individual to learn about different fields of agriculture. The person himself has gained knowledge of how to judge accurately and wisely on how to use his hands to the best of his abilities."

"It develops a desire for the person to try and use the best of his abilities to win and go as far as he may in other contests. Often times there is a cash award or a scholarship prize for the winners. The money a person receives from such contests may be used to develop his herd of livestock or may help to provide for a college education after high school."

"The individual has an opportunity to meet other outstanding boys in different contests from states all over the nation; other boys who are interested in the same ideas that you are. If a person fails to get the blue ribbon or the cash prize, usually it will be waiting for someone next year. You will have had a year's more experience in your judging and by hard work and study you may achieve the first place next year. Never say 'I can't'."

Other boys and vocational instructors have spoken and written to me along the following lines: "The American Royal Livestock Show has been a great help to our vocational agriculture department. By exhibiting livestock at the Royal a greater interest is developed in the smaller shows that we have in our district. Our boys take more interest in the local, county, district and even the state contests or shows because they realize that only the better animals will be considered for the American Royal and for the Future Farmers of America competition at that show."

"The boys have the American Royal in mind when they start showing in the local community fair. Our Future Farmers of America boys also get new ideas and experiences from showing in the Royal that they bring back and make a part of their local shows. The fact that vocational students and in-

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The American Royal

(Continued from Page 38)

structors can take ideas home from the American Royal and use these ideas means that the Royal has a relation to the instructional programs."

A Means of Instruction

The instructors of hundreds of Future Farmers of America chapters in the six-state area surrounding Kansas City plan field trips of one to two days each year to spend that time here at the American Royal. Vocational instructors have told me that this is one of their most valuable field trips in their Future Farmers of America program. They state that what they see at the Royal makes good classroom teaching many times during the remainder of the year.

Many boys have often times told me that the contacts and acquaintances they have made with Future Farmers of America boys from other chapters in other states while they were here visiting the Future Farmers of America Convention and American Royal, gave them new inspiration and an incentive for further study in agriculture and a determination to go on to college. I think this is an invaluable public relations medium of the American Royal and serves to further stimulate the thinking of the Future Farmers of America who are undecided as to just what type of agriculture they will wish to follow in the future and who are undecided as to how far they should go with their agriculture training.

We are particularly proud of the manner in which they conduct the National Future Farmers of America judging contest, particularly the livestock contests. Probably the greatest value of the American Royal to the Future Farmers of America student is the National Future Farmers of America Stock Judging Contest. Here the nation's top livestock judges that have been picked by the various states or regions meet to test their skills. I am particularly impressed, and instructors have also told me they are pleased, by the means whereby the spectators, including hundreds of vocational agriculture students can look on from outside the arena while the judging is going on. Many vocational instructors and their boys are sitting up in the seats of the great arena judging with the contestants. This event, I have been told by many teachers, is looked forward to by hundreds of Future Farmers of America boys all over the nation. Then, of, course, there are the other hundreds of commercial exhibits that pertain directly to the business of farming and ranching that are on exhibit during the Royal.

Achievement is Recognized

I also wish to comment on the many fine awards that are made to the Future Farmers of America boys on a national basis here during the National Future Farmers of America Convention. I refer to the awards for dairying, mechanics, electrification, soil and water management and farm safety, also the National Public Speaking Contest and others. In striving for one of these National awards a lot of skill and character are developed among the boys. Then there is the most coveted prize of all—*The Star Farmer of America,* and the Regional Star Farmers. I was most impressed by the winner of the Star Farmer of America ward last year (1951). The boy who won it was first inspired to obtain this title in 1944 when he saw the picture of the 1944 Star Farmer of America who had attended the National Future Farmers of America Convention and American Royal here at Kansas City. He told me he was determined then to become a Star Farmer. His father, who was a tenant farmer at that time, did not encourage the boy and even suggested to him that the Star Farmer title was only for rich farm boys and that it probably took some "politics" to win the prize anyway. However, this boy kept on plugging and was determined to win a Star Farmer award. Although not living in the best agricultural area, by developing a livestock system geared to the size of his own small ranch, this young man came through with determination and won the coveted title. This emphasizes to me again the four things that the Future Farmers of America gives to our farm youth.

1. Purposeful work.
2. Creative Play.
3. Something to love. (A project that will later develop into the boy's own property.)
4. Something to have faith and believe in. □

Conducting School Fairs

(Continued from Page 35)

tainer is put on for an hour on the auditorium stage.

From 8:30 P.M. until 10 exhibits are on view for all, and concessions run full blast.

The second day of the fair opens with a tractor contest at 10 A.M.

At 1 P.M. judging of dairy cattle takes place and concludes with a showmanship contest at 3 P.M.

By 4 P.M. all exhibits are on the way home and the fair is over for another year.

We orginally started with a one day fair but because exhibits increased in numbers so fast we had to use two days in order to get all exhibits judged properly and to let all people see what they desired. Our judges are secured from the New York State Agricultural Institute at Cobleskill and to date have done a remarkable job of judging. Our fair has grown from a one day fair with 9 head of cattle, 75 crop exhibits, and 40 poultry entries the first year to where, last year, we had 52 head of cattle, 110 poultry entries, 350 crop exhibits and a grand total in prizes of $400.

The Community Contributes

At our fair last year we had $195 given to us by local people and organizations. We had 1½ tons of dairy feed given us, plus show halters, garden tools and numerous other items. In addition we gave cash awards to every winner for the first three places. As you can see our cash outlay is very high for just a school fair. The home-making girls receive the same treatment as the Ag boys and receive cash awards and prizes. As an added incentive, to get more people to exhibit, the board of education gives the class that scores the most points free ice cream and a hot dog roast. The F.F.A. also gives a nice plaque to the highest individual winner of prizes on his exhibits. (based on a point system of scoring).

To run this fair every teacher of the school has a job to do and does it. For example, the coach takes care of the outside lighting while the science teacher runs the sound system. The Ag. boys run the fair by the use of committees set up in their F.F.A. meetings and each department of the fair is in charge of an F.F.A. boy. The grades 1 through 6 exhibit in their rooms and the rooms are judges on a one, two, three basis.

Fairs Serve a Purpose

We started these fairs because we are located in the farming area of our county that produces good cattle and crops. As a result we wanted people to see the products of their toil. Also we are quite distant from the county fair site and this school fair enables those to exhibit that would never go to the county fair. We feel that through sound advertising, good exhibits, and continual contact with the people of the community our fair is serving a definite purpose. The F.F.A. boys only recently gave a radio broadcast over WGY, Schenectady, on how we conduct our fair. We have written countless news articles about it and our only problem now is where is it going to stop. We have grown to the capacity of the bus garage for housing cattle and the gym was bulging last year with crop exhibits. We have been asked by several adults of the community to open a class for them. I believe my agricultural advisory board will have to decide at our July meeting just how for we can go and when to call it quits.

In summarizing our fair let me list the values of it as expressed by the students of the school.

1. The fair is a good place to show to the public what one has done the past year.
2. The fair enables parents to realize that their sons and daughters are doing more and are more interested in their various projects than they might think.
3. It is a fine way to promote better relations between the school and the community at large.
4. It makes tax payers conscious of the fact that their money is helping to educate students for worthwhile activities.
5. It gives the students something to plan for a year in advance.
6. It enables everyone in the school and community to practice the spirit of cooperation.

My own personal reaction to all these fairs is that they are certainly worthwhile and from the standpoint of the agricultural teacher they create a relationship between him and the community that will put any teacher in good standing. The cooperation required between every one concerned in putting on the fair just makes for good old fashioned understanding of human nature for if any school fair is to be successful the people have to work together. □

Organizing a tractor rodeo

HAROLD J. HAYNES, Vo-Ag Instructor, North Troy, Vermont

Harold J. Haynes

OUR chapter of Future Farmers has for the past three years sponsored a fair and has built up an annual event which seems to be popular in our rural dairy area here in northern Vermont. This last year we wished to expand our activities and make a two-day program available to the public. The expansion into a longer fair necessitated more feature events and inasmuch as no tractor rodeos had been operated locally, I felt that it might have patron appeal. The boys were willing to try it.

It is our belief that an event of this sort could be used as a separate half-day activity in conjunction with judging, county field day, or other types of community activities. It could be used as a checking device for agriculture classes on tractor operation, safety, etc., in connection with F.F.A. district or state activities. It might be possible eventually to have regional and state-wide contests to add variety to our state F.F.A. activities. The tractor is here to stay and if the events are planned rightly much good could come from the instruction in operation and safety precautions that could be worked in with this type of activity.

We who worked out the plans for our contest do not feel that we are experts in the field yet and no doubt many of you readers will know other ideas which could be added. But we were well pleased with the event and plan to run it again next year in two sections: one in the forenoon for operators up to 18 years old, and one in the afternoon in which people over 18 can compete. The public who paid to see our event seemed very pleased with the initial program.

In organizing the actual Rodeo we encountered several obstacles, and we considered the following points as problems:

1. What events would bring out the skill of the individual as a tractor operator? Thought was given also to keeping the events practical and in an area where people could observe a contestant in all events from one place.
2. Where could we get tractors and other machinery needed?
3. Where and how would we get contestants?
4. What safety precautions must be taken?
5. How would the events be scored?
6. Who would be chosen as competent judges?

The first problem was handled in committees and actual "dry runs" with a tractor were tried to see if events were feasible. The following events were used—

First event—Spotting Tractor Draw Bar
Second event—Spotting Two-wheeled Trailer
Third event—Parking Machine in Tool Shed
Fourth event—Lining up Tractor for Belt Power

Tractors were provided to us by the various dealers in the county and the contestant had his choice of make. The other pieces of equipment needed for the event such as the trailer, manure spreader, wagon and blower were furnished by dealers free of charge. They showed a lot of interest in this event and felt repaid by the size of the crowd that saw their equipment.

Contestants were procured from the vocational agriculture classes, veterans' groups in training, and the general public. We made an award of a fancy silk ribbon with a tractor imprinted thereon for first, second, and third places; and this proved incentive enough to attract about 40 contestants. Newspaper and radio advertising were used to stimulate interest in the whole fair—which no doubt brought us some contestants.

Safety precautions consisted of first putting a snow fence around the enclosure to be used as the arena. This made it easy to keep people away from the events. The judges decided what they would consider as disqualifying acts insofar as operating safety of the contestants was concerned.

Scoring was done on both time and accuracy factors. A score card of this sort enables the contestant to see in which events he was lacking thereby receiving instructional values.

Judges were farm machinery field men and vocational agriculture instructors from our locality. It was felt by all concerned that they did a very competent job.

We expect to continue to hold the tractor rodeo as a part of our fair program. It has proved to be an inexpensive, entertaining, and instructional event. □

TRACTOR RODEO SCORE CARD

Name_____

Time in_____

Time out_____

Total_____ Min.

	Possible Score	Judges Rating
EVENT 1 (25 points)		
(a) General handling of tractor to include starting, use of throttle, shifting, braking, safety, approaching starting gate.	7	
(b) Accuracy of spotting tractor:		
1. First try	18	
2. Second try	15	
3. Third try	12	
4. More than three tries	10	
Total		
EVENT 2 (25 points)		
(a) General handling of tractor (same as in Event 1)	5	
(b) Jockeying trailer into position:		
1. First try	5	
2. Second try	3	
3. Third or more tries	2	
(c) Final resting place of trailer:		
1. Equal distance on all sides and back	15	
2. Equal distance on sides but not back	12	
3. One side and back equal	10	
4. Unequal all around	8	
5. Hits sides or back	5	
Total		
EVENT 3 (25 points)		
(a) Clearing doorway	5	
(b) Scrapes sides	3	
(c) Cutting corner around object:		
1. First try	10	
2. Retrials	8	
3. Scraping or hitting object	6	
4. Hitting object and retrial	4	
(d) Final resting place of trailer:		
1. Equal distance all around	10	
2. Unequal distance all around	7	
3. Hit back or sides	4	
Total		
EVENT 4 (25 points)		
(a) Getting tractor into position:		
1. First try	9	
2. Second try	6	
3. Third try and more	4	
(b) Adjusting slack in belt	5	
(c) Setting tractor	3	
(d) Starting up blower	3	
(e) Safety precautions taken	5	
Total		
Returning tractor to starting position and parking it	3	

Men who get ahead are publicity minded

OVID U. BAY, Agricultural Editor, University of Missouri

Ovid U. Bay

"I HAVE noticed during the years I have traveled over Missouri writing farm news and result stories that the vocational agricultural instructors who have gotten ahead and received recognition for the program they are carrying out in the community are the ones who are taking care of their publicity," said Cordell Tindall as he was talking to me a few months ago.

Cordell Tindall is associate editor of the Missouri Ruralist magazine which has a circulation of about 140,000 in the state. He has driven thousands of miles in Missouri and has visited many of the vocational agriculture departments in the state. Let's see if we can figure out why this one factor he mentioned is his choice of the key to success!

Already you are probably saying, "That can not be the main factor to success because first of all a man must sweat and work on a program in a community before he has anything to show or write about." That is very true but let us carry that premise on a little further.

I think that it is quite possible that you can be doing one of the top jobs in the state but that no one in the state knows about it but you! If that is the case, are you doing such a good job after all? Are you getting your name and the name of the department before the public in a favorable light—in such a manner people will begin to say, "that vo-ag teacher is all right."

What do we mean when we say "taking care of their publicity"?

"Taking care of your publicity" to me means briefly to use every opportunity and channel in your local community to tell as many of the people in that community as possible about your department and what you and the boys are doing.

Some of the Things To Do

First of all I would *go out of my way* to see that I knew my local editors and radio men and women well enough that I could buy them a cup of coffee (or something else!) or call them on the phone and call them by their first name. That is just good public relations. They have to have some confidence in you and personal contact builds confidence and good working relationships to the point where you can give short news releases over the phone—just takes a few minutes a day.

Let's pause and see just what you can accomplish with those few minutes whether you "call it in" or have the secretary *make enough carbons to send every paper and radio station* in the county a copy.

If you have a boy who makes an outstanding record with a crop or livestock project, perhaps you and 40 or 50 boys will know about it. If you announce the results at your annual Father and Son Banquet, about 100 or 150 will know about it. Are you satisfied?

You have this data at your finger tips in order to make your annual report, so let's take those few minutes to write a summary for the local editor. Since you included local names . . . the boy or boys and the parents and where they got the seed or the breeding stock . . . and the results in pounds, bushels, or dollars and cents, he put it on page one and it went to about 1000 families!

When you handed the secretary the summary for the local editor, you said, "And make enough carbons for all the papers in the county and the local radio farm director." There are four little "weeklies" in the county besides the local editor where you live and they only average about 800 circulation—so you only reach 3200 homes with the carbons!

"Duplication," you may shout. What could be better?

So, some of the families do take at least two of the local papers. Most of them listen to the farm news on the local radio station and a few of them were at the banquet where you made the original announcement. Why not tell all the people instead of just a few? And if you tell them all something about your program with some duplication of coverage and often enough, they will begin to believe that you actually do have an "up and coming" program going on in the community.

How many of the people in a community do you reach with the press and radio? One survey of low income farmers in a county in Missouri reported that 67 per cent of the homes listened to radio programs daily and 96 per cent took the local newspapers. A large per cent of them had never been to a meeting held by an agricultural agency for educational or demonstrational purposes.

Take Time for Publicity

If you really don't have time to take care of your publicity and public relations work, then maybe you had better ear-mark some time for it in your annual plan of work for the coming year.

For example, a few months ago I was invited to make the main talk at a F.F.A. Father and Son Banquet. On occasion, I try to practice what I preach and on the way to the site of the banquet, which was in about the smallest town in the county, I stopped at a larger town about 20 miles away to visit the editor of the daily newspaper. He asked me where I was headed and I told him and asked him if he was going.

Newspapers like the news or the unusual. This purebred Duroc gilt had 10 pigs and all of them were females which gave it top of the page priority for the Columbia Missourian Farm Page. The gilt belongs to a member of the Columbia, Missouri Future Farmers Chapter and it gave another opportunity to get the F.F.A. before the public. Many vocational agricultural instructors have news stories as good or better than this one which are never recognized as being newsworthy.

He said that he had not been invited but would I do a favor for him? I told him certainly. He said, "We have a lot of readers down that way. Will you try to get me a copy of the annual report the vo-ag teacher makes—I don't know his name—and stuff it under my front door as you go back through town tonight about midnight?" I assured him that I would and left him a carbon of the speech I was going to make (he asked for it)!

The Vo Ag teacher who was holding the banquet read off a very impressive report that night but didn't have any copies for anyone. He gave me the carbon from his files to take to the daily editor! The next day the daily editor gave the vocational agriculture annual report on projects a two column heading and two whole columns of space including some of the quotes from the speech I gave him. About 90 people attended the banquet—that paper has a circulation of 4,708 homes!

Instead of asking if you can find time to take care of your publicity, perhaps we should ask if you can afford not to take time to tell all of the people in the community about your program and the results you are accomplishing? □

Public Relations Techniques Are Learned

(Continued from Page 27)

who have had less experience with such activities as fairs and contests. The stand taken seems entirely consistent with the public relations motives back of these events.

Most of our colleges have specialists on the staff who can assist teachers in the use of the devices featured in this issue. Are we using them as much as we should? Too often the prospective teacher in training does not get preparation in these important phases of his work. Perhaps it cannot be as meaningful until a man gets on the job and has an actual situation to face. However, it seems evident from the testimony of the persons writing in this issue of the *Magazine* that there are problems to be solved if desirable outcomes are to be achieved. □

It pays to write

HAROLD DONOVAN, Vo-Ag Instructor, Montrose, Pennsylvania

ANYONE can break into print if he persists at the typewriter and writes about what he knows. Especially is this true of writing in the field of agricultural journalism. The readers are looking for information and so are not fussy about how something is written but rather what it says. That's what really sells a manuscript. Subject matter is of prime interest to the farm reader.

According to the editorial staff of Successful Farming magazine, one of the nation's top slick cover magazines, art work contributes about 10% of the readership, writing style about 10%, and the other 80% is due to subject matter. They know this from the monthly readership surveys they have conducted on every article published. That's a good thing for any would-be writer to keep in mind when he starts his first article. If you have something to say and can do it in an interesting way someone will print it, never fear.

Incidentally today there is a scarcity of technical journalists and the field is wide open to those who are willing to try.

Three Steps In Writing

Writing a feature article consists of three steps: getting the idea, gathering the material and putting it into words. In agricultural journalism it is the *stuff* in the story that counts. Since we write best about what is most familiar to us we should think of some personal experience that is worth passing on to other readers. For instance if your father grew the best corn in the county despite the changing weather each year, and you know the reason why, there's a typical feature article you can do justice to because you know the subject intimately. It is a fundamental principle to write first of things you know. If no such experience comes to mind then the next step is to write about people you know. Look the field over and you will find some farmer in your locality who has done an exceptional stroke of farming. His story would make good copy for your local newspaper or magazine.

There is a certain technique attached to gathering feature article material. Since this kind of writing is a business it calls for businesslike methods of handling the mechanical part of the work. No good reporter can do without a notebook, preferably one he can carry in his vest pocket and whip out at the right moment. Some writers find the following method handy. Keep a separate card file index of feature story ideas gleaned from constant culling of the newspapers, magazines and catalogs. Then when the time comes to work on a certain article start a manila folder with clippings, bulletins, articles on the subject about which you intend to write. For a time keep adding to this folder. When you are finally ready to write the particular article all the information is in one folder ready to be assimilated and put into a feature article. Practically the entire job has been done for you. All that you need now is to add a dash of originality and have an organized plan.

Did you know that three-fourths of writing a feature article for a farm paper or any other magazine is a process of gathering material and one-fourth is writing? The experienced writer knows that all he has to do is to state the facts of the case; the lazy inexperienced writer leans heavily on smart smooth writing with well turned phrases to cover up his dearth of information. The good writer tells his story simply and sells the article because it is worthwhile.

If you are writing the how-to-do something or the process story you have to make clear to the reader how he may do the same thing on the farm. In order to do this the writer must have a clear mental picture of what he is going to describe. Secondly he must have complete information concerning the steps in the process. For instance if you are going to tell how to make a sheep barn you will need to include the following three things: (1) materials and specifications (2) costs and labor (3) the construction process, including all the necessary steps.

Outline Your Story

Practically all writers are agreed that the making of a written outline is the first real step toward writing. It does not matter how rough it may be but it should support the main idea which by the way should be set down in a single sentence. A well written feature article shows unity of thought; everything in it puts across the central idea.

Next comes the writing of the first draft. It is a good idea to finish the first draft once you start it. Otherwise you will lose that indefinable driving force. This is the time to disregard first names or initials and other minor details. You can look them up later when your are writing the second draft. If you have time, the next step is to put the article away in moth balls. Forget about it. Let it rest for a few days. Then when you come to it again you can re-read the story with the eyes of a stranger. You can't do this when it comes hot from the typewriter. This idea of putting the story away makes a better critic of you than you would imagine. Coming to the story cold enables you to be more of a critic than an author. At this stage of the game that is what you want.

Form of the Copy

Once the story is written the next step is to market the article. This is a big job, just as important as constructing the story. The manuscript should be in good form. What does this mean? Copy should be double or tripple spaced, typed on one side only; in the upper left hand corner of the script put your name and address; in the upper right hand corner, in figures, state the approximate number of words in the article. Then about a third of the way down the page, place the title of the story, typed in capital letters and center it, left to right. Below the title write your name, also centered. Begin the story an inch or so below the name. Leave margins of an inch or more at each side and at the bottom of the page. It isn't a bad idea to place, below your address, the phrase "offered at your usual rates." At the top left-hand corner of succeeding pages put one or two essential words from the title of the story as a clue to identify the page, and underneath, your name or initials. This should be flush with the left margin. Number the page at the top, in the center. Indicate the end of the story in some way. Most writers do it this way: ————30————

When it comes to mailing, fold the script if it does not consist of many pages, otherwise send it flat. Be sure to enclose a self-addressed stamped envelope to take care of rejections! No need to write a letter accompanying the script. The editor knows that you intend it for publication. I mention this because I wasted much time writing letters.

Before the story is written the writer should know to which magazine it will be sent. It should be slanted for the readers of that publication.

Keep A Record

Finally the writer should keep one copy at least of each article sent out. In a card file he should keep a record of his stories. One glance at his card file will tell him the title of each story, magazine to which it has been sent and date. If the story has been sold he can enter date and amount.

Dr. Samuel Johnson once said: "He is a fool who writes for anything save money." Dr. Johnson notwithstanding, there are a good many reasons why a fellow wants to write. We won't deny the urge for "greenbacks" is strong. But what about the feeling you get when the editor finally sends you a check? And the kick does not come from the money primarily. Another factor is prestige. Above all there is the reason that if the article was not written other people would not have been able to profit by the information.

Any one of these reasons is good enough to send a man to the typewriter. Many of us go but we soon find out that all too few are chosen to break into print. That does not mean that the article in itself is not worthwhile. Whatever you do the chief thing to remember is not to give up. If the rejection slips start coming in furiously sit down and send the article to another magazine. Do this with three or four magazines and if you still get rejection slips then analyze the article and rewrite it again. If you still believe in it don't worry, it will sell eventually. Often it is a question of getting the right article to the right editor, and that takes time. But keep at it and in the end you will be flush enough to take that postponed fishing vacation or at least treat yourself to a new fishing rod. □

Merit rarely goes unrewarded.
—Washington

Trends indicated by the follow-up study of former students*

H. W. SANDERS, Teacher Education, Virginia

VIRGINIA'S recently completed follow-up study is the most comprehensive undertaking of its kind. It embraces 44,330 white ex-students and 9,622 Negro ex-students, a total of 53,952, or slightly more than ninety per cent of all former students. It was made possible through the combined efforts of teachers, supervisors, and teacher trainers. Its successful completion constitutes a lasting tribute to all who participated, especially to the teachers who provided the basic information and to the State Supervisor of Agricultural Education who played such an important part in visualizing the plan and promoting the study.

Because of the magnitude of the follow-up study it is difficult to determine trends. No study of similar scope having been made it is impossible to make the valid comparisons so essential to a determination of trends. While some trends are apparent a more appropriate title of this report might be: The *Situation* Indicated by the Follow-Up Study. In the statements that follow, therefore, there will be a combination of the TRENDS and the SITUATION, both of which should be equally interesting to all persons concerned with vocational education in agriculture.

This study including ex-students of vocational agriculture from 1918 to 1949, hereafter designated as the State Study, is the fifth attempt to find out what becomes of boys who study vocational agriculture in the high schools of Virginia. Before considering it in detail, a brief comparison may be made with the four preceding ones. Table one summaries some of the findings.

On the basis of the tabulated data in Table 1 alone, the following conclusions might be drawn:

1. The percentage of ex-students engaged in farming is steadily and consistently declining, the rate of decline being more pronounced among the Negroes than among the white ex-students.
2. The percentage of ex-students engaged in allied occupations has not changed to a significant extent, if we accept the results of Kay's study.
3. About one-fourth of the white boys studying agriculture are actually farming and slightly less than one-third (31.82 per cent) are engaged in farming and allied occupations. Among the Negroes 23 per cent are so engaged with 18.3 actually farming. This is contrary to a popular belief that more Negro ex-students engage in farming than do the whites.

These figures alone do not tell the whole story and should not be fully accepted at their face value. They do, however, indicate a trend. This trend toward a decreased percentage of ex-students in farming may have some elements of desirability. Perhaps we are rendering a service in turning the misfits away from the farm but we should be very sure that the quality of those who remain in or return to the farm is of the highest order. Moreover, the reader should be reminded that "ex-students" include only those enrolled in all-day classes in high school; none of the thousands of farmers reached through adult classes are included.

Because of its more complete scope and greater accuracy the findings of the State Study may reasonably be expected to present the clearest picture of the true situation. On the basis of these results it is now possible to answer with a high degree of accuracy such questions as the following:

1. What are the ex-students of vocational agriculture doing?
2. How do the Negro students compare with the whites?
3. Do ex-students who farm do so in their home communities?
4. To what extent do non-farmers use their agriculture training?
5. How many have died?
6. Does the number of years in agriculture effect the tendency to farm?
7. Does the period in which students were enrolled have any effect upon the tendency to farm, that is, are the older ex-students farming in larger numbers than the ones more recently enrolled?
8. Is there more likelihood that ex-students from some counties will farm than those from other counties?
9. What is the status of those who are farming?

Let us take a quick glance at the distribution of ex-students by major classifications or occupational groups as revealed by Table 2. (Page 44)

Attention is called to the fact that 8,500 white and Negro ex-students are included in the classifications "No trace," "In Armed Forces," "Non-producing," and "Deceased." If this number were deducted from the total of 53,952 individuals in the study we would have a remainder of 45,452. Of these, 16,317 are in farming or allied occupations and 29,135 in non-agricultural occupations. Of these two major groups 36 per cent are in the former (farming) and 64 per cent in the latter (non-farming). Somewhere between this maximum of 36 per cent and the conventional estimate of 30.2 per cent is the corrected figure for the number actually engaged in farming and allied occupations. These percentages are for both white and Negro students.

Boys who farm do so in their home communities. Among white ex-students approximately 19 out of 20 stay in the community or county in which they received their training. In the case of Negro ex-students the ratio is about 24 to 1. It would seem, therefore, that the communities paying the bills for vocational education in agriculture derive the benefit. These figures also confirm the soundness of the well established practice of teachers in setting up programs of work and teaching calendars in terms of local situations and needs.

One of the most encouraging facts revealed by the data of the study is the status of those engaged in farming. By far the largest percentage are in partnership with their dads and have a definite business arrangement, while almost as many own or are buying a farm. The total in these two classifications is:—whites 6,406 or 14.5 per cent; Negroes 639 or 6.64. This means that one ex-student in seven (of those engaged in farming) becomes established in farming on the most permanent and satisfactory basis, while one in four will be farming under some status from owner down to laborer. It is not much credit to us to be training farm laborers if these individuals would have been equally good laborers without such training. We need therefore, to consider the farming status of ex-students as well as whether or not they are farming at all.

A significant number of ex-students, listed as non-farmers derive a supplementary income from their farming activities. The number in this group, 1,274, constitutes 3.23 per cent of the total ex-students. While no comparative figures are available it is safe to predict that this percentage will increase in the future. Agriculture teachers receive no credit for having provided an essential and practical part of the training of these individuals.

It is interesting to note further from

(Continued on Page 44)

*Based on address given at A.V.A. Convention, Minneapolis, 1951.

TABLE 1.—Summary of Follow-Up Study Results Based on Five Studies Made in Virginia.

Authors	Study Up To	Scope	White—Percent			Negro—Percent		
			Farming	Rel. Occ.	Total	Farming	Rel. Occ.	Total
Kay, A. W.	1926	967	43.79	13.88	57.67	(Not included)		
Kline, J. M.	1932	9147	44.90	5.20	50.1	39.4	3.6	43.00
Richard & Wakeman	1936	11630	38.40	7.20	45.6	(Not included)		
McCann, W. H.	1942	14256	28.10	5.80	33.9	37.4	4.7	42.1
State Study	1949	53952	25.206	6.614	31.82	18.302	4.677	22.979

TABLE 2.—Distribution of Ex-Students of Vocational Agriculture in Virginia, 1918-1949, by Major Occupational Groups.

Occupational Group	White		Negro		Total	
	Number	Percent	Number	Percent	Number	Percent
Farming—Home Comm.	10,582	23.871	1,701	17.678	12,283	22.767
Farming—Other Comm.	592	1.336	60	.624	652	1.208
Total Farming	11,174	25.207	1,761	18.302	12,935	23.975
Occupations Rel. to Farming	2,932	6.614	450	4.677	3,382	6.269
Total Farming and Rel. Occupations	14,106	31.821	2,211	22.979	16,317	30.244
Non Agriculture	23,143	52.206	5,992	62.274	29,135	54.002
No Trace	2,761	6.228	576	5.986	3,337	6.185
In Armed Forces	2,540	5.730	392	4.074	2,932	5.434
Non-Producing	380	.857	132	1.372	512	.949
Deceased	1,400	3.158	319	3.315	1,719	3.186
Totals—All groups	44,330	100.000	9,622	100.000	53,952	100.000

Trends indicated

(Continued from Page 43)

the data studied that approximately one ex-student of each four enrolled in college is in an agriculture college the ratio being approximately the same for whites and Negroes. Incidentally a higher proportion of Negro ex-students are enrolled in college than whites—2.995 per cent as compared with 3.835.

From all causes, 3.18 per cent of ex-students have died. About one in four died while in the Armed Forces. Unofficial reports indicate that many of the "deceased" died as a result of automobile accidents. It would be interesting to know this. If this is an important cause of deaths among civilian ex-students, teachers may find numerous ways to do something about it.

Contrary to the general impression, the longer a student remains in vocational agriculture the more likely he is to engage in farming or related occupations. It may be seen from Table 3 that 37.95 per cent of the students taking four years of agriculture are so engaged as compared with 27.27 per cent for those having one year. The gains for each succeeding year of agriculture studied were consistent for both white and Negro students, the range from the one-year group to the four-year group being approximately twelve per cent for white ex-students and five per cent for the Negroes. In computing these percentages the "deceased" numbers were not included.

It is true that 33.56 per cent of the ex-students engaged in farming and allied occupations had only one year of vocational agriculture in the high school; 27.81 per cent had two years; 19.65 per cent had three years; and 18.09 per cent had four years. These figures, however, do not contradict those previously given. The percentage of the ex-students farming or in related occupations who had only one year of vocational agriculture is high because the number of individuals in this group is high.

The time at which ex-students left high school did not seem to have much influence on the selection of farming as an occupation with the exception of the 1946-1949 period (Table 4). The 42.4 per cent in this period represents the peak. The other extreme is found in the first group which left school by 1925, with 26.5 per cent engaged in farming or allied occupations. There are no significant differences in the figures for the other intervals.

Limitations of time and space do not permit further interpretations of this study. Briefly summarized, these facts and situations seem to be among the more significant:

1. In a period of thirty-one years, 1918-1949, teachers of vocational agriculture in Virginia have enrolled a total of approximately 59,000 farm youth, white and Negro. Of this number definite follow-up records have been kept on 53,952.
2. Of the 53,952 ex-students, 12,935 or 23.98 per cent are reported as engaged in farming and 3,382 or 6.27 per cent in occupations related to agriculture. The percentage of white students engaged in farming, 25.21, exceeded the percentage of Negro students by seven per cent. In occupations related to farming the whites exceeded the Negroes by 2 per cent, being 6.61 and 4.67, respectively.
3. The *percentage* of ex-students engaged in farming has tended to decrease since the first follow-up study was made in 1926, although the *number* entering farming is increasing. During the period 1941-49 the number of ex-students engaging in farming and allied occupations, white and Negro, was 7,774 as compared with 8,542 for the entire period from 1919 to 1940. During the period up to 1926 the average number of ex-students engaged in farming, per school, was approximately 8; the similar figure for 1941-49 was approximately 20. More departments and larger classes account largely for this favorable increase.
4. Ex-students who farm tend to stay in their home communities. In the case of whites about one in twenty goes to some other community to farm and in the case of the Negroes about one in twenty-five does so.
5. Ex-students show an encouraging trend toward farm ownership or partnership with their fathers. Those in these catagories constitute 7 per cent of the 24 per cent engaged in farming. But the numbers in other catagories, as manager, partner (other than dad), renter, share cropper, and farm worker are sufficiently large to justify considerable thought on the part of teachers of agriculture as to what provision, if any, should be made to train boys for a specific farming status. The idea of attempting to train all owner-managers may need readjustment.
6. Many youth, not classified as farmers, use their agricultural training to supplement their non-farm

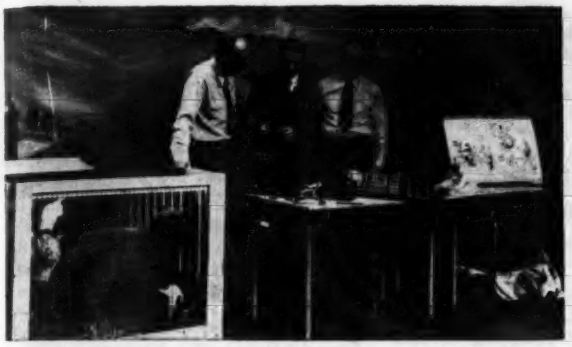
(Continued on Page 45)

TABLE 3.—Effect of Years in Vocational Agriculture on Choice of Farming and Related Occupations on White and Negro Ex-Students, 1918-1949.

No. of Years in Voc. Agr.	Farming		Related Occup's		Total Farming and Related Occup's		Percent in Farming and Related Occup's		Totals	Percent Total
	White	Negro	White	Negro	White	Negro	White	Negro		
1 year	3856	653	878	109	4734	762	28.482	21.568	5496	27.270
2 years	3095	452	828	115	3923	567	31.788	23.478	4490	30.428
3 years	2165	311	607	103	2772	414	37.333	25.859	3186	35.298
4 or more years	1958	345	594	123	2552	468	41.141	26.682	3020	37.954
No. years unknown	100		25		125		36.765		125	36.765
Totals	11174	1761	2932	450	14106	2211			16317	

TABLE 4.—Distribution of White and Negro Ex-Students of Vocational Agriculture in Farming and Related Occupations by 5-Year Intervals—1918-1949.

Interval	Farming		Related Occup's		Total Farming and Related Occup's		Percent in Farming and Related Occup's		Totals	Percent Total
	White	Negro	White	Negro	White	Negro	White	Negro		
Up to 1925	418	69	163	15	581	84	28.041	19.400	665	26.547
1926-1930	1017	160	334	59	1351	219	32.593	23.934	1570	31.028
1931-1935	1742	248	605	43	2347	291	31.712	23.468	2638	30.529
1936-1940	2420	466	673	110	3093	576	28.812	22.094	3669	27.500
1941-1945	2950	643	725	183	3675	826	31.505	24.992	4501	30.067
1946-1949	2627	175	432	40	3059	215	44.256	26.775	3274	42.437
Totals	11174	1761	2932	450	14106	2211			16317	



Robert Morandi, Norfolk County, (Mass.) Agricultural School, explains truck model and corral on TV "Down to Earth" program. Other participants from left to right—Joseph Brown, County Agricultural Agent; Morandi; Willis H. Hoyt, Instructor; and Kenneth Cherry, F.F.A. Vice-President.

Richard Morandi, Norfolk County Agricultural School, about to remove destroyed section of ham. Willis Cherry, on Richard's left, told of winning the trophy shown on corner of table. Televised by WBZ. Note the lamb carcass on floor from which damaged meat was removed.

F.F.A. boys "right-at-home" on television

WILLIS H. HOYT, Instructor in Animal Husbandry,
Norfolk County Agricultural School, Walpole, Mass.

GIVE our pupils a message to put across and they will do it gladly and do it well. They'll also get a big "kick" out of doing it.

Since the Horn and Hoof Club of the Norfolk County Chapter in Massachusetts, had been named the winner of a New England-wide contest in "Livestock Loss Prevention" promotion in 1951, boys who had been especially active in this project were delegated to go on television. This took place over Channel 4, WBZ-TV during National F.F.A. week.

The aim of the demonstration was two-fold. Realizing the audience would most likely be Smith-Hughes pupils throughout the territory and housewives, it was decided to focus attention on a brief report of the various activities these club members had participated in to promote interest in Livestock Loss Prevention. To do this, Kenneth Cherry explained how the Norfolk County Chapter came into possession of the trophy which he held. Then Robert Morandi explained the good features of a truck model he and his brother had built. Particular features of this model were the step-type ramp which is slid under the body of the truck when it is not in use, and guard rails for the ramp which are carried on the sides of the truck body when not in use. Robert also explained good features of a suitable corral, modeled with its smooth fences, sliding gates, and blocked or rounded corners to prevent injury to animals.

It was hoped such a report would interest other club members to take up similar projects.

Then to appeal to the practical side of cutting down on food bills in the home, naturally of great interest to the housewife, Robert Morandi showed a real ham fully processed, which had to be culled at the packers because of a bad bruise the live animal had received. Nearly a pound of meat had to be cut out of this ham. This wasted meat was cut out for the benefit of the TV audience, as a part of the demonstration. Also, a lamb carcass rather badly bruised was shown and a considerable amount of bruised and destroyed meat removed.

Several excellent posters with appropriate slogans such as "only a ham would kick a ham" were shown. All this story was put over in the very few minutes allotted (eight minutes).

Supporting the several exhibits was a portable pen built in the School Farm Shop by one of the chapter members, Kenneth Hultstrom, which was occupied by a very nice Hereford calf, a lamb, and a pig. □

Trends Indicated by Follow-up Study

(Continued from Page 44)

income. Nearly 700 of them own farms and supplement their incomes from them, while 1,742 or 3.3 per cent derive some income from their supplementary farming activities. This number is large enough to indicate a need for further study if the needs of this group are to be met.

7. Ex-students of agriculture attending college enroll in agriculture and non-agriculture curricula in about the same ratio as they enter farming: one in four. About three per cent are enrolled in college now but there is no record of the number completing college training.
8. Three per cent of former students have died, or 1,719. One-third of this number or one per cent of the total died in the Armed Forces. The number enrolled in the Armed Forces at present is 2,932 or 5.43 per cent of the total. No significant conclusion can be drawn from these facts because no authentic comparative data are available.
9. The longer a boy studies agriculture in high school the more likely it seems that he will engage in farming. For evidence of this reference should be made to Table 3.
10. As evidenced by the percentage of boys engaging in farming the period 1946-1949 was the most favorable one for attracting youth into this field. The per cent of white ex-students engaged in farming during this period exceeded by twelve per cent the proportion engaging in farming during the next highest period, 1926-1930, when the percentage was 32.6. During the same periods the percentage of Negroes engaging in farming varied only approximately 3.2 per cent. The figures seem to indicate two things: (1) in times of prosperity the percentage of ex-students engaging in farming increases, but (2) the periods of prosperity have less effect upon the Negroes than upon the whites in this respect.
11. With the exceptions noted there are very few significant differences between the findings in the State Follow-Up Study concerning white and Negro ex-students.
12. While this study emphasizes placement in farming as an important measure of the success of the program of vocational education in agriculture, the reader should not overlook the fact that there are many other important outcomes not considered, such as the entire adult education program, including the Institutional on-the-Farm Instructional program.
13. A continuation of the Follow-Up Study is planned for the future. Teachers are requested to check their records carefully once each year and keep them up to date. At the end of the next five-year period another analysis similar to this one will be made. We shall then be able to show comparisons and detect trends that will be of increasing value to us in planning more effective programs of vocational agriculture in the high schools. □

Student teaching experiences

W. F. RHUDY, JR. and G. C. CARICO, JR., Student Teachers at Rural Retreat High School, Virginia

IN VIRGINIA for many years seniors enrolled in the agricultural education curricular at V.P.I. did their supervised teaching at high schools near Blacksburg, Virginia.

Professors H. W. Sanders and T. J. Horne, with the aid of the teacher training staff, recognized the need of the students getting more experiences than were possible to get while doing supervised teaching part of the day and attending classes at the college part of the day. As a result, the seniors' second quarter was spent doing practice teaching in some of the outstanding vocational agriculture departments located in the five supervisory districts in Virginia.

We were assigned to the Rural Retreat High School in Wythe County. We arrived in Rural Retreat on January 3, 1952, and met Mr. C. M. Vaughan, Jr., head teacher of vocational agriculture, Mr. R. L. Copenhaver and Mr. W. M. Pugh, assistant agriculture teachers. The rest of that week was spent in meeting the all-day students, the principal of the high school, the county superintendent of schools, teachers in the high school and several of the local farmers and businessmen. All of these people were quite friendly and showed considerable interest in our work.

The next week we started working on adult farmer assignments which we worked up and discussed with our supervising teachers. Mr. Vaughan suggested that we do our assignments as quickly as possible so that in the latter part of our teaching period we would not be rushed with work. Although at the time when we were very busy with the assignment, such as adult farmers, young farmers and F.F.A., we could not fully appreciate Mr. Vaughan's logic, later after the assignments were finished, we realized the importance of getting reports in on time.

We visited several of the students' supervised farming programs after school hours and while we could observe only the animal enterprises because it was in the winter season, it helped us later in teaching, since we had an idea of our students' home farm situations. We observed classes being taught and assisted the veterans' teacher in compiling some of his voluminous reports. Our supervising teacher informed us that we were to have a "free rein" in the department, especially the shop and if we had any ideas which would improve the efficiency of the department to try our idea and if it worked better than the old method it would be adopted by the department.

Our third week was pretty well taken up with teaching. We taught our first classes on the eleventh day spent in the school. At first we taught only one class each day; later we kept increasing until we were each teaching two classes and two shop periods each day. Mr. Bass, teacher trainer of V.P.I., spent a day with us, as did the other teacher trainers when they visited us, inspecting our work, informing us of our weak and strong points and striving to help us improve.

In some of our spare time and in some of our shop classes we supervised the construction and equipping of several cabinets for the shop. We also helped to cut down an engine so that all the working parts showed and mounted it on a stand in order that it could be turned over to give a better view of the parts. This engine proved to be very valuable in teaching the function of engines. During a visit of the county school board members, one of the members was very much impressed with it. He said "It is the most practical thing I have ever seen in a school shop. I don't see how you could teach the functions of an engine without it." We feel that student teachers should leave some evidence of work that they have done when they leave a department.

A lot of time was spent in attending night meetings. We visited several community club meetings, agriculture meetings, feed salesman's meetings, machinery repair classes, veterans' classes, Young Farmer Club meetings and a Lions Club meeting. At these meetings we met a lot of the people in the community and enjoyed fellowship and recreation with them. Our duties at several meetings was to manage the movie projector if they were to have a movie at the meeting.

We helped in several field trips for the students and demonstrations for local farmers. We found that a lot of teaching is done by the agriculture teacher when he visits students and farmers; also that an agriculture teacher, besides being a teacher, is a close friend to the students and a constant source of information for them and the community.

Realizing the importance of a public relations program, we gave some radio talks, wrote news articles and aided the agriculture teachers in the county in working up a special edition of a local newspaper devoted entirely to F.F.A. work that was printed during National F.F.A. Week. Copies of this newspaper were sent to agriculture departments all over the state.

We helped the F.F.A. members in conducting meetings, a Green Hand initiation, a Chapter Farmer initiation and a party.

So that we might become familiar with the reports that an agriculture teacher is concerned with, we worked on all the reports sent out of the department while we were there and filled in a copy of each of the other reports for our future use in teaching vocational agriculture.

Some of our discoveries in student teaching were that the job of an agriculture teacher is varied, covering many points, and it presents a great challenge to a teacher; that every rural community needs the help and source of information from a good agriculture teacher, and that a college training gives a technical knowledge that an agriculture teacher must "bring down" to practical information if it is to be of benefit to farmers.

In order that we might be able to observe other agriculture departments in operation, trips were made to two departments in the county. We spent one day at each department. We also attended a two-day Rural Electrification course sponsored by the Appalachian Electric Power Company. This course was one of the most practical and interesting short courses that we have ever attended.

We attended an advisory council meeting that was composed of three local farmers, one local businessman, the local high school principal and the county superintendent of schools. This council meets three or four times a year and discusses all the problems of vocational agriculture. In such matters as working out a program of work suitable for a community, selecting personnel for work in the food conservation and production program and the like, formulating policies and handling special problems that come up in vocational agriculture, we think an advisory council is of inestimable value to the teacher of vocational agriculture.

At the conclusion of our student teaching period we have become more conscious of the importance of the program of vocational agriculture and the agriculture instructor and realize that many of the courses we have had in college will have a definite value to us when we get on the job as an agriculture instructor in a rural community. □

The Blue Valley Farm Show

(Continued from Page 37)

3. It has created a community center for many larger gatherings, such as banquets, conventions, etc., so badly needed in the area.
4. It has provided an outlet for youth activities such as weekly dances which the Exchange Club sponsors.

Future Plans:

1. As soon as finances permit an addition will be constructed to provide a stage for the auditorium.
2. The grounds will be landscaped by planting of shade trees, shrubbery, and lawn by the F.F.A. members.
3. Construct permanent exhibition building for livestock and crops.
4. Within the next few years, it is planned to enlarge the premium list to include classes for young farmers and adults. This will give everyone a chance to participate—a long time objective that has been in the minds of the sponsors since the beginning of the Blue Valley Farm Show. □

Vision sees through things; Grit sees them through.

THE MODERN RURAL SCHOOL, by J. E. Butterworth and Howard A. Dawson, pp. 494, published by McGraw-Hill Book Company, list price $5.00.

A. P. Davidson

The text, while accepting the proposition that there are principles of education which are universally applicable, vividly sets forth the thesis that the education of people living in rural communities presents unique problems that constitute the clearly identifiable field of rural education. In an over-all view of the existing education program combined with suggested improvements for the future the volume deals with (1) the rural school in transition, (2) the more important social and economic factors that make rural education a distinctive field of public education, (3) the education program needed to prepare students for better living in the rural community, or for the adjustment to urban life, and (4) the more important means by which the desired program may be achieved. The concept of the function of the rural school includes all education facilities needed by rural children, youth, and adults. —APD

* * *

ADULT EDUCATION IN VOCATIONAL AGRICULTURE, by George F. Ekstrom and John B. McClelland, pp. 490, illustrated, published by The Interstate, list price, $4.00.

The authors have summarized the extensive development of agricultural education for adults through the public schools of the Nation, and present the best thinking and practice in adult education in vocational agriculture in the United States. Two out of every three persons enrolled in courses in departments of vocational agriculture in our public schools are young or adult farmers. Included are sections which deal with war-training programs and programs for farm veterans. Part I presents an over-all view of adult education in vocational agriculture. Part II pertains to adult farmer classes, and considers this problem from the standpoint of planning, organization, methodology, supervision, relation to programs of other groups, and evaluation. Part III sets forth twenty aspects of young farmer classes; including, among others, needs of young farmers, objectives, guidance, organization, methodology, supervision, establishment in farming, young farmer associations, and evaluation. Part IV is devoted to institutional on-farm training. This publication should prove of value to school administrators, school board members, to agricultural extension workers and to vocational agriculture instructors. —APD

* * *

REPAIRING AND CONSTRUCTING FARM BUILDINGS, by J. C. Wooley, pp. 261, illustrated, published by McGraw-Hill Book Company, list price $4.50.

The main emphasis in this book has been placed on how to repair or do construction work on the various types of buildings to be found on the well-run farm. No attempt has been made to cover the subjects of planning and design. Part I of this text tells how to repair all sections of farm buildings—foundations, walls, floors, frames, windows, doors, and roofs. There are also chapters on insulation, ventilation, and the repair of silos. Part II sets forth in non-technical language instructions on the construction of new buildings from the staking out of the building to excavation, mixing and placing concrete, constructing a foundation, erecting the frame work, and putting on the roof. The author has organized his material from the point of view of the actual steps involved in building repair and construction. The text should be helpful to farmers interested in doing or supervising their building repair and construction, and will prove especially helpful to young farmers. Vocational agriculture instructors and veteran on-farm instructors will find this text of great value. —APD

If all of us who have been driving automobiles more than twenty years were required to pass the rigid tests given new drivers, the streets would be safer.

...Tips That Work...

This comes via the Technical Institute of Agriculture at Farmingdale, New York. For an interesting and appropriate float for a parade, mount a dairy cow of good type on a truck fitted up with a stanchion and manager and the necessary bedding material. Have an attendant suitably clothed in white coveralls. A large milk bottle, 8 to 12 feet in height, constructed of cardboard, appropriately lettered or not, should have a prominent place. A well-lettered slogan completes the display. Be sure to check the height of telephone and light wires overhead along the route of the parade in determining the height of the milk bottle.

—GEO. H. SALISBURY.
Vo-Ag Instructor
Sidney, N. Y.

* * *

Civic organizations, such as Lions, Rotary, Chamber of Commerce and Kiwanis, realize the immediate value of sponsoring educational programs for the advancement of the youth today. They have found that a program worked out with the assistance of the vocational agriculture department is a means of promoting this objective. Each year the Wausau Kiwanis Club entertains the F.F.A. Chapter of the Wausau Vocational School at a banquet. Here they give the boys awards for their various projects in which they are participating such as dairy herd improvement, farm shop, scholastic achievement; calf, swine and sheep projects. Each year the Wausau Kiwanis Club gives three hundred dollars ($300.00) to our agriculture department; this is used to aid the boys in the chapter to purchase purebred dairy calves.

The boys must carry on a proper dairy calf management program and also show the animal at the Wisconsin Valley Fair held annually in Wausau.

JOHN H. KLIPSTEIN
Vo-Ag Instructor
Wausau, Wis.

Who ever knew truth put to the worse in a free and open encounter?
—John Milton.

This picture was taken at the Wisconsin Valley Fair in August, 1951. Kiwanis member, Gene Parker, chairman of the Kiwanis Agriculture Committee, is shown with Wallace Marquardt who was one of the boys to receive financial aid from the Kiwanis Club when he purchased a purebred Holstein heifer calf. Wallace won second place in this class.

The Cover Picture

The F.F.A. emblem pictured on the cover page was displayed at the 1951 Ohio State Fair. The floral design, forty feet in length, located in front of the grandstand, was of special interest to Fair patrons. Yellow marigolds and blue petunias were used in the color pattern. The emblem called attention to junior fair activities elsewhere on the ground. Youth organizations are assuming an important place in the Ohio State Fair program. The 25th anniversary of the founding of the F.F.A. will be celebrated at the 1953 Ohio State Fair.

Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Building Farm Gate In Farm Shop"

Robert D. Walker, Teacher
Thompsonville, Illinois
Camera: Kodak 35, Plus X film, SM flash bulg.

FIRST PLACE

"Repairing Farm Disc"

Robert D. Walker, Teacher
Thompsonville, Illinois

"Two Utah Chapters Broadcasting"

D. M. Clark, Teacher
Montrose, Colorado